

Effect of Democratic Leadership Style and Bureaucratic Leadership Style against Teacher Work Motivation in Dolok Batu Naggar State 1 State School

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Abstract: The problem in this research is the motivation of teachers is not optimal. This study aims to identify the Democratic Leadership Style and the Bureaucratic Leadership Style of Teachers Work Motivation In SMA Negeri 1 Dolok Batu Naggar TA. 2017/2018. Included in this study used a technique of random sampling with 69 respondents. Technique of collecting data using questionnaires. All tested questionnaires are valid and reliable. The values of democratic leadership style coefficients are 0,787 and bureaucratic leadership style give 0,276 value. The results showed the Democratic Leadership Style and Bureaucratic Leadership Style have positive and significant influence, either partially or simultaneously on Motivation of Teachers Work. Based on the estimated of multiple regression the result obtained calculation with coefficient determination (adjusted R²) receive is 0,55,6 (55,6%). It is suggested that the headmaster of SMA Negeri 1 Dolok Batu Naggar must remain give a push strong to teachers in achieving its objectives, increase the working spirit, trigger initiative and creativity, and shed light of understanding that all teachers have a sense of responsibility.

1 INTRODUCTION

Teachers are become the role models for students. The spirit of teachers in teaching will give effect to students' out comes. Unfortunately, some teachers have low motivation and cause low performance at class.

The reason of the low motivation of teachers in work is expressed by education observer Mohammad Abduhzen. According to him, many teachers who do not run the profession based on their passion. After becoming a teacher, they almost never tested, trained, and never tried to get adequate information or upgrade their knowledge and competence, so they have no spirit to teach, and government should have a program to increase teachers' motivation.

Indemocratic leadership, a teacher should be placed as the most important factor in leadership based on and prioritizes the orientation of relationships with members of the organization to achieve the goal of the organization.

In a democratic leadership, a teacher must always work with other teachers and leaders, either in making decision or determining the business strategy of achieving common goals. (Mayan Ilahisa, 2011). There fore, teachers should be able to use the style of leadership appropriately so can directly motivate. The democratic leadership style run by a teacher in influencing others behavior in accordance with his wishes is influenced by the nature of his leadership and basically have different behavior in leading.

Like wise with bureaucratic leadership style, this style can be described with the sentence "lead by rule". Teacher behavior is characterized by the strict implementation of applicable procedures. Bureaucratic teachers generally make rigid rules-based decisions without flexibility. All activities are almost centered on leader and few people's freedom to create and act, and even then, should not be separated from the existing provisions.

It seems that the increasingly complex future tendencies require education to be able to prepare students in the face of the real world (Sutrisno,

2005). At school, students need to be reminded of the expectations they endure, the challenges they face and the abilities they need to master. However, any improvement efforts undertaken to improve the quality of education will not contribute significantly without the support of qualified teachers (Mulyasa, 2007).

Low public recognition of teachers' work motivation has reached the worst point, it is characterized by the following phenomena:

1. There is a partial view of the public, that anyone can be a teacher if they just only knowledge able.
2. Lack number of teachers in remote areas, providing an opportunity to appoint someone who does not have adequate skills to become a teacher.
3. Many teachers who have not appreciated the profession. Feelings of inferiority due to be a teacher, a misuse of the profession for his personal satisfaction and self-interest, so that the authority of the teacher is declining.

Various studies and research results as cited by Mulyasa (2007) among others put forward as follows:

1. Murphy (2002) states that success of school renewal is largely determined by teacher, because teacher is learning leader, facilitator and the center of learning initiative at the same time. Therefore, teachers should always develop themselves independently and do not depend on the principal's initiative and supervisor.
2. Supriadi (2004) revealed the quality of education that assessed from the learning achievement of learners is determined by the teacher, which is 34% in developing countries and 36% in industrialized countries.
3. Jalal and Mustafa (2008) conclude that teacher component greatly influences the quality of teachers through: (1) providing more time for learners, (2) more intensive/frequent interaction with students, (3) high responsibility of teaching of the teacher. Because of that, quality of the school is very dependent on the role and function of teachers.

This is also supported by the results of research conducted by Norma Rosalia Dian P about the relationship between democratic leadership style with teacher work motivation in SMK Negeri 1 Juwiring. Teacher's work motivation is a process where by an educator carries out activities that aim to achieve certain goals related to the process of teaching and learning activities, where the need can cause the impetus to work. One of the factors that influence work motivation is democratic leadership style. The proposed hypothesis was there was a positive relationship between democratic leadership style and teachers' work motivation in SMK N 1

Juwiring. The population of this research is all teachers of SMK Negeri 1 Juwiring. Sampling technique used in this study is the population study. Data collection in this study was using a psychological measurement tool that is the scale of democratic leadership style and work motivation scale. A product moment correlation used for data analysis.

The conclusions in this research are: (1) There was a positive relationship between democratic leadership style and work motivation. This is indicated by the result $r_{xy} = 0.378$ with $\text{sig.} = 0.001$ ($p \leq 0.01$). (2) Category of democratic leadership style was high, with Mean of Empirical (ME) = 114.75 and Mean of Hypothetical (μ) = 87.5. (3) The category of work motivation was high, with Mean of Empirical (ME) = 59.20 and Mean of Hypothetical (μ) = 45. (4) the effective contribution of democratic leadership style to work motivation was 0.143 or 14.3%. This means that there was still 85.7% of some other variables, in addition to the democratic leadership style variables that affect teacher work motivation.

For instance, Imam (2009) conducted a research about the influence of democratic leadership style and bureaucratic leadership style to the motivation of teachers of SMA Negeri in Tanjung Pinang. This study aimed to explore the influence of democratic leadership style (X1) and bureaucratic leadership style (X2) on teacher work motivation (Y) simple regression and multiple regression at SMA Negeri in Tanjungpinang City. In this research the hypothesis tested were: (1) there was positive influence between democratic leadership (X1) with teacher work motivation (Y), (2) there was positive influence between bureaucratic leadership style (X2) to teacher work motivation (Y), (3) there was a positive influence between the democratic leadership style (X1) and bureaucratic leadership style (X2) simultaneously on teacher work motivation (Y).

This research is quantitative explanatory that trying to explain the factors that cause a phenomenon by using data in the form of data that was suspected. The population of this research was 225 (two hundred and twenty five) teachers of State Junior High School Tanjungpinang year 2008 and 75 (seventeen five) teacher as sample with stratified random. The research instrument used for each variable was a questionnaire containing questions / statements answered by respondents. Before the submission in the experiment, the experimental study was conducted to determine the validity and reliability as well as analysis of the items.

The result of research shows: Firstly, this research found that there was positive influence between democratic leadership style (X1) on teacher work motivation (Y) where from the calculation of

individual test obtained value $P_{y1} = 0.305$ means probability value $P_{y1} = 0.305 > 0.05$ at level $\alpha = 0.05$. Second, along with the findings, also found positive influence between bureaucratic leadership style (X2) on teacher work motivation (Y) based on individual test calculation obtained value $P_{y2} = 0.4406$ mean probability value $P_{y2} = 0.4406 > 0.05$ at level $\alpha = 0.05$. Third, the study found a positive influence between democratic leadership style (X1) and bureaucratic leadership style (X2) simultaneously on teacher work motivation (Y) expressed in terms of regression equation $Y = 47.065 + 0.342 X1 + 0.141 X2$.

According to the results of the research, there are at least seven indicators that indicate the weakness of teacher's work motivation in carrying out their main task (teaching) they are: (1) Low understanding of learning strategy; (2) Lack of proficiency in classroom management; (3) Insufficient ability to conduct and utilize Classroom Action Research; (4) Low achievement motivation; (5) Lack of discipline; (6) Low professional commitment and (7) Low time management capability.

Similarly, what happened in SMA Negeri 1 Dolok Batu Naggar resulted in low teacher performance among others is caused by: 1) There are still many teachers who do not pursue the profession as a whole. This are the cause of by some teachers who learn outside working hours to meet the needs of everyday life, so they do not have the opportunity to improve themselves, like read, write and learnt from book or internet. 2) The absence of professional standards of teachers as demands in developed countries. 3) some private university that produced haphazard teacher, or unprepared, without considering their output in the field, causing many teachers who are not obedient to their professional ethics. 4) Lack of teachers' motivation in improving quality because teachers are not required to research as applied to lecturers in universities.

Based on these conditions, there are at least two categories of competencies that the teachers should have, namely:

1. Professional competence is the ability to design, implement and assess the task as a teacher, which includes mastery of science and technology education.
2. Personal competence that includes ethics, morals, devotion, social and spiritual ability.

To be professional, a teacher is required to have at least five things as follows:

1. Having a commitment to learners and learning process.
2. Mastering in-depth the materials/subjects taught and how to teach it to learners.

3. Responsible fthe learning outcomes of learners through various ways of evaluation.
4. Beingable to think systematically about what it does and learn from the experience.
5. Being apart of the learning community in their professional environment.

Teachers as one component in teaching and learning activities (KBM), has a very decisive position on the success of learning. Because the main function of the teacher is to design, manage, implement and evaluate learning. In addition, the position of teachers in teaching and learning activities is also very strategic and decisive. It is strategic because the teacher will determine the depth and breadth of the subject matter, while it is decisive because the teacher who chooses and sort the lesson material that will be presented to the students. One of the factors that influence the success of the teacher's task is the performance in planning/designing, implementing and evaluating the teaching and learning process.

According to Suparlan the function of teachers in teaching and learning process is as educator, teacher, mentor, and as coach (Suparlan, 2005).

Teachers must have a good performance so that their duties and responsibilities can be implemented properly. Performance is a visible attainment or achieved performance (Badudu, 2006). In order to produce a good performance, a teacher must have the ability, willingness, and effort in teaching and learning process that includes planning, organizing, implementation, and evaluation of learning outcomes. Teachers' performance related to work motivation, performance and productivity.

SMA Negeri 1 Dolok Batu Nanggar is an educational institution that struggles to educate the children in nationto succeed the national development goals of Indonesia. With a democratic leadership style and bureaucratic leadership that is still low resulted in teacher'work motivation needs to be considered. Democratic and bureaucratic leadership is the style or type of leadership of a person who try to place human beings as the main and most important factor in improving teachers' performance and solving various problems that occur in a bureaucracy in certain situations.

2 RESEARCH METHODS

The nature of this research is explanatory research. This research will prove the causal relationship between democratic leadership style and bureaucratic leadership (independent variable) to the teachers' work motivation (dependent variable). This research is also a correlational researchthat

seeks to see whether between two or more variables have a relationship or not, and how big the relationship is and how the direction of the relationship (Yasa, 2006). Explanatory research is used to develop and refine existing theories so that it has the credibility to measure and test the causal relationships of two or more variables using statistical analysis tools.

This study was conducted using a survey research as a research method. Survey research is a method of collecting primary data conducted based on the interviews on respondents. Survey research collects samples from a population using data collection tools aimed at generating a thorough conclusion of a population. This research was conducted in SMA Negeri 1 Dolok Batu Naggar, Simalungun Regency, in academic year of 2017/2018.

The population in this study is all teachers who teach in SMA Negeri 1 Dolok Batu Nanggar (69 respondents). With this number of teachers, the entire population is sampled (respondents). Therefore, this research will use the census method. Data collection techniques were conducted by direct interviews, a list of questions given to teachers who became respondents and documentation studies. This study used 2 (two) types of data, namely: Primary data and secondary data.

3 FINDINGS AND DISCUSSIONS

Characteristics of respondents as follows:

Table 1: Based on Age

No.	Age (years)	Frequency	Percentage (%)
1	< 30	5	7
2	31 – 35	11	16
3	36 – 40	5	7
4	41 – 45	17	25
5	> 46	31	45
Total		69	100

Source: Research Data processed in April 2018.

Table 2: Based on Gender

No.	Gender	Frequency	Percentage (%)
1	Male	43	67
2	Female	23	33
Total		69	100

Source: Research Data processed in April 2018

Table 3: Based on Group

No.	Group	Frequency	Percentage (%)
1.	III-B	4	6

2.	III-C	8	12
3.	III-D	15	22
4.	IV-A	37	54
5.	IV-B	5	7
Total		69	100

Source: Research Data processed in April 2018

Table 4: Based on Education

No.	Education Level	Frequency	Percentage (%)
1	D3	24	35
2	S1	43	62
3	S2	2	3
Total		69	100

Source: Research Data processed in April 2018

Table 5: Based on Length of work

No.	Length of work (years)	Frequency	Percentage (%)
1	0 – 5	5	7
2	6 – 10	11	16
3	11 – 15	5	7
4	16 – 20	17	25
5	> 20	31	45
Total		69	100

Source: Research Data processed in April 2018

Respondents' explanation on the Variable of Teacher's Motivation

Percentage of respondents' answers to teachers' work motivation variable about the question of encouragement to achieve the goal 4% answered strongly disagree, 13% answered less agree, 38% answered not know, 26% answered agree and 22% answered strongly agree. The lack of aims of the respondents due to the teacher is less trying to achieve the goals that have been set.

The answer to the statement of work morale; 7% answered strongly disagree, 17% answered less agree, 38% answered did not know, 22% answered agree and 16% answered strongly agree. The lack of a goal occurs because the teacher does not give morale to fellow teachers.

The next statement is about initiative and creativity; 1% answered strongly disagree, 23% answered less agree, 42% answered did not know, 20% answered agreed and 13% answered strongly agree. As for one person who states strongly disagree because the teacher gives less opportunity to create initiative and creativity during the learning process.

The last statement is about responsibility, 10% answered strongly disagree, 9% answered less agree, 30% answered did not know, 29% answered agree and 22% answered strongly agree. The lack of a goal

occurs because the teachers lack a sense of responsibility in carrying out its duties.

Respondents' Explanation on The variable of Democratic Leadership Style.

Percentage of respondents' answers to the variables of democratic leadership style. In responding to the statement of believing to the others, 4% answered strongly disagree, 14% answered less agree, 45% answered did not know, 20% answered agreed and 16% answered strongly agree. Among the respondents still stated that teachers do not believe in running their work.

In answer to the statement of prioritizing common interests, 4% answered strongly disagree, 9% answered less agree, 33% answered not know, 30% answered agree and 30% answered strongly agree. There are still respondents assume that teachers are less in prioritizing common interests.

In answer to the wise statement, 3% answered strongly disagree, 16% answered less agree, 43% answered did not know, 22% answered agree and 16% answered strongly agree. There are still respondents assumed that teachers have not been wise in their performance and decision making.

In answer to the statement of success is the result of work together, 3% answered strongly disagree, 23% answered less agree, 43% answered not know, 19% answered agree and 12% answered strongly agree. There are still respondents assume that the success obtained is not the team work result of all school element.

Respondents' explanation on The Variable of Bureaucratic Leadership.

Percentage of respondents' answers to bureaucratic leadership variables. In reply to statements have many staff, 6% answered strongly disagree, 12% answered less agree, 42% answered did not know, 25% agreed and 16% answered strongly agree. Among the respondents still stated that teachers have not been able to work optimally.

In answer to the statement of structured organization, 10% answered strongly disagree, 17% answered less agree, 36% answered do not know, 23% agreed and 13% answered strongly agree. There are still respondents assumed that the teacher has not been able to create regular organizational levels and neatly arranged both from the form and division of labor.

In answer to statements having the ordinances, 1% answered strongly disagree, 25% answered less agree, 43% answered did not know, 20% answered agreed and 10% answered strongly agree. There are still respondents assumed that the teacher is not guided by the rules in regulating the procedures of bureaucracy implementation either inside or outside.

In answer to the statement understand the rules, 6% answered strongly disagree, 9% answered less agree, 36% answered do not know, 29% answered agree and 20% answered strongly agree. There are still respondents assumed teachers have not directed and run all the duties, yet understood and implemented the rules or tasks as well.

In answer to the statement of owning a communication line, 10% answered strongly disagree, 16% answered less agree, 36% answered do not know, 23% agreed and 14% answered strongly agree. There are still respondents assumed that teachers have not been able to establish a formal communication line either inside or outside.

Test of Data Validity

The result of validity test on teachers' work motivation variable (Y), democratic leadership style (X1) and bureaucratic leadership (X2) found that corrected item-total correlation (r count) greater than r table (0,423) for all instrument of proposed statement in the study. This means that all statements used are valid and can be used in this research.

Test of Data Reliability

The result of Cronbach's Alpha value is higher than the required value. This, it can be concluded that all the variables used can be trusted (reliable).

Test of Data Normality

The results of normality data testing can be seen below.

Table 6: Test Data Normality Using Kolmogorov-Smirnov Test One-Sample Kolmogorov-Smirnov Test

		Teachers' Work Motivation
N		69
Normal Parameters ^a	Mean	21.9275
	Std.Deviation	3.51182
Most Extreme Differences	Absolute	.129
	Positive	.129
	Negative	-.088
Kolmogorov-Smirnov Z		1.069
Asymp. Sig. (2-tailed)		.203

Test distribution is Normal
Source: Research Data April 2018, processed.

Data Multicolinality Test

Table 7: The test results are done: Multicolinearity test of Multiple Regression Equations

Model	Collinearity Statistic
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	Tolerance	VIF
1 (Constant)		
Democratic Leadership Style	0.499	2.005
Bureaucratic Leadership	0.499	2.005

Source: Research Data April 2018, processed.

Heterocedasticity Test of Multiple Regression Equations

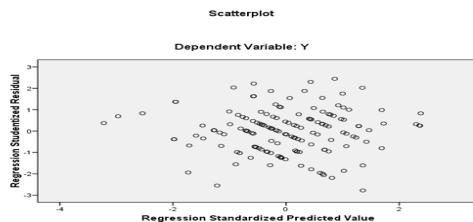


Figure 1: Heterocedasticity Test with Graph
Source: Research Data April 2018, processed

4 DISCUSSIONS

Simultaneous Testing Results

Tests of independent variables together with dependent variables are done by F test using a 95% confidence level or a 5% error rate.

Results of data processing:

Table 8: Simultaneous Testing Results (F Test) ANOVA^b

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	477.381		238.690	43.608	.000 ^a
Residual	361.257	6	5.474		
Total	838.638	68			

a. Predictors: (Constant), Democratic Leadership Style and Bureaucratic Leadership

b. Dependent Variable: Teacher work motivation.

Source: Research Data April 2018, processed

From the data processing obtained Fcount value of 43.608 with 0.000 significance. The 0.000 signature is smaller than the α of 5%.

This, both the independent variables (Democratic Leadership Style and Bureaucratic Leadership) influence significantly on the dependent variable (Teacher Work Motivation). Combination of democratic leadership styles and bureaucratic leadership is inseparable in influencing teacher work motivation. Realization of each style of leadership

is inseparable from the ever-changing influence of conditions. This means that application of each style of leadership depends on teacher's ability to analyze and capitalize on changing circumstances.

Results of the estimation of data collected have shown results in accordance with existing theories, in which style of democratic leadership and bureaucratic leadership jointly affect motivation of teachers in SMA Negeri 1 Dolok Batu Nanggar. Results of this estimate should also be shown with similarities to the facts. The values contained in theory, it should be, are also seen in realities.

Every teacher who is a respondent in this research is aware of the importance of democratic leadership styles and bureaucratic leadership in enhancing their work motivation. Such awareness is put forth in the given list of contents and estimation results have shown it. This, the teachers who exist and work in SMA Negeri 1 Dolok Batu Nanggar should follow results of data estimation conducted by applying these results on the daily work so that motivation of teachers in SMA Negeri 1 Dolok Batu Nanggar will continue to increase every time if both -two free variables (democratic leadership style and bureau-cratic leadership) are executed as they should be.

The joint strengthening between the democratic leadership style and bureaucratic leadership will be excellent for sustaining the continuing improvement of teacher work motivation. Continuous development of teacher work motivation will be greatly influenced by both variables (Democratic Leadership Style and Bureaucratic Leadership). It has also been demonstrated by relative strength of diversity that can be explained by both variables (Democratic Leadership Style and Bureaucratic Leadership) is on Teacher Work Motivation in SMA Negeri 1 Dolok Batu Nanggar.

Results of Multiple Regression Estimates

From the previous analysis it has been proved that equation model proposed in this research has met requirements of classical assumption so that equation model in this research is considered good.

Regression analysis is used to test hypothesis about partial influence of independent variable to dependent variable.

Regression results indicate that both coefficients of independent variables have a positive sign. This means that increase of one or both variables of democratic leadership style (X1) and bureaucratic leadership (X2) will increase teacher work motivation in SMA Negeri 1 Dolok Batu Nanggar or reverse. From independent variables used,

democratic leadership style variables have a more dominant influence than principal bureaucratic leadership variables. This can be seen from magnitude of coefficient and its t-count results.

Coefficient of Determination Value

From the result of data processing, coefficient of determination Adjusted (R^2) is 0.556 (55.6%) so it can be shown that 55.6% diversity of teacher work motivation variable can be explained by free variable of democratic leadership style (X1) and bureaucratic leadership style (X2). While the remaining 44.4% influenced by other variables outside the model, such as salaries, facilities and others.

Partial Test Results

The partial free variable test of dependent variable is done by t test using 95% confidence level or 5% error rate.

Test results are:

1. Democratic Leadership Style. From data processing known regression equation formed is: $Y = 2,955 + 0,787 X_1$. Means style of democratic leadership has a positive and significant influence in improving teacher work motivation in SMA Negeri 1 Dolok Batu Nanggar AY. 2017/2018.
2. Bureaucratic Leadership Style. From data processing known regression equation formed is: $Y = 2,955 + 0,276 X_2$. Means, bureaucratic leadership style has a positive and significant influence in improving teacher work motivation in SMA Negeri 1 Dolok Batu Nanggar AY. 2017/2018.
3. Simultaneous Test. From data processing known regression equation formed is: $Y = 2,955 + 0,787 X_1 + 0,276 X_2$. Means style of democratic leadership and bureaucratic leadership style both have a positive and significant influence on teacher work motivation in SMA Negeri 1 Dolok Batu Nanggar AY. 2017/2018.

Count value for each variable. From democratic leadership style variable, it is seen that the t count value is 5.003 with the significance of 0.000. Level of significance level 0.000 less than 0.05. This means that variable of democratic leadership style significantly affects teacher work motivation. Bureaucratic leadership variable has its count of 2.027 with significance of 0.047. The level of significance level of 0.047 is smaller than 0.05. This means that bureaucratic leadership variables significantly influence teacher work motivation. This, partially, it can be concluded that the two

independent variables (Democratic Leadership Style and Bureaucratic Leadership) significantly influence the dependent variable.

The Democratic Leadership style of a teacher is a way of leading that will affect achievement of the established goals. Formulation of democratic leadership style SMA Negeri 1 Dolok Batu Nanggar shows, an organization there are people who can influence, direct, guide and some people who have activities to influence the behavior of others to follow what they want. Therefore, democratic leadership style of SMA Negeri 1 Dolok Batu Nanggar can be understood as an ability to influence cooperation within group to achieve goal.

Bureaucratic leadership style is a style of leadership that emphasizes compliance with rules that exist within organization, as characteristics inherent in classical bureaucracy. This leadership style is still widely encountered at this time and more shackles creativity of a leader in achieving results, because more limited by bureaucratic rules. In addition to that, conceptually, leadership emphasizes more on changes in subordinate behavior. In this case, it is more related to the problem of affecting a person so that his goal is achieved.

Democratic style is a more effective leadership style compared to other leadership styles, autocracy and out of control. Reason, because style of democratic leadership involves subordinates in decision-making. Bureaucratic leaders work "by the rules", ensuring their staff follow procedures appropriately. This is a very appropriate style of engaging serious security risks.

Through this research, it has been tested together and partially, it can be said that free variable, democratic leadership style (X1) and bureaucratic leadership (X2), have significant influence on dependent variable, teacher work motivation. This, if there is an increase in democratic leadership style (X1) and / or bureaucratic leadership (X2) it will increase teacher work motivation in SMA Negeri 1 Dolok Batu Nanggar.

5 CONCLUSIONS

Based on the results of testing and discussion of research data, there is a positive and significant influence between style of democratic leadership and bureaucratic leadership style of teacher work motivation in SMA Negeri 1 Dolok Batu Nanggar AY. 2017/2018. Overall, democratic leadership style variables and bureaucratic leadership style can

explain the effect on teacher work motivation by 55.6%, while 44.4% influenced by other factors such as salary, facilities provided and others.

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