

## Learning model of municipal students

Rini Sugiarti<sup>a\*</sup>, Semarang University, Semarang, Central Java, 59160, Indonesia. <https://orcid.org/0000-0002-6277-0241>

Nerru Pranuta Murkana<sup>b</sup>, Surya College of Teacher Training and Education, Tangerang, Banten, 15334, Indonesia. <https://orcid.org/0000-0002-2698-1586>

Erwin Erlangga<sup>c</sup>, Semarang University, Semarang, Central Java, 59160, Indonesia. <https://orcid.org/0000-0002-3174-0680>

Rizal Adicita<sup>d</sup>, Nahdlatul Ulama College of Teacher Training and Education, Tegal, Central Java, 52412, Indonesia. <https://orcid.org/0000-0001-6139-8671>

Satria Pinandita<sup>e</sup>, Semarang University, Semarang, Central Java, 59160, Indonesia. <https://orcid.org/0000-0003-4648-0698>

### Suggested Citation:

Sugiarti, R., Murkana, N. P., Erlangga, E., Adicita R., & Pinandita, S.. (2021). Learning model of municipal students. *Cypriot Journal of Educational Science*. 16(4), 1765-1775. <https://doi.org/10.18844/cjes.v16i4.6039>

Received from March 01, 2021; revised from May 15, 2021; accepted from 22 August, 2021.

Selection and peer review under responsibility of Prof. Dr. Huseyin Uzunboylu, Higher Education Planning, Supervision, Accreditation and Coordination Board, Cyprus.

©2021 Birlesik Dünya Yenilik Arastırma ve Yayıncılık Merkezi. All rights reserved.

### Abstract

This study aims to analyze the learning model of municipal students. The approach used in this study is a quantitative correlational study with an ex-post facto design and path analysis. The instrument used is a questionnaire and Structural Equation Modeling (SEM) with WarpPLS 4.0 statistical software to analyze the data. The results show that there are positive and significant effects of self-confidence on learning motivation, and the effects of learning style are also positive and significant on learning motivation. There is a positive and significant effect of parent encouragement on learning motivation. The effect of student's self-confidence on learning motivation also shows positive and significant. The impact of learning motivation on learning outcomes is significantly positive. While the impact of self-confidence on learning outcomes also shows positive results. The effect of parental encouragement on learning outcomes. Finally, the effect of parental encouragement on self-confidence also describes positive impacts.

**Keywords:** Learning Model, Students, Municipal, Self-confidence, Learning Motivation, Learning Outcomes

\* ADDRESS OF CORRESPONDENCE: Rini Sugiarti, Universitas Semarang, Semarang, Jawa Tengah 59160, Indonesia  
E-mail address: [rinisugiartipsikologi@usm.ac.id](mailto:rinisugiartipsikologi@usm.ac.id) / Tel.: +6285727277733

## **1. Introduction**

### **1.1 Conceptual or Theoretical Framework**

Education is a vital matter for human life. Education and humans are inseparable since education has a pivotal role in improving human resources and actualize the goals of the Indonesian people. Education is the primary factor in shaping human beings, and it shapes human personality (Lesq and Emas, 2017). It is expected that each education level gives a valuable meaning and brings humans to a better future. Education success is primarily defined by teachers. Education institutions have an essential role in improving human resources (Schanella, A. and McCarthy, 2009). One of the education goals is to shape well-behaved humans. In educating society, the learning and teaching processes are utilized. In this case, education is required, particularly formal education. Achievement of education goals can be observed from student's learning motivation. High motivation drives students to have an excellent and knowledgeable indication. In the education aspect, many students fail to develop themselves for not having appropriate motivation. If a student has the appropriate motivation, excellent results can be expected. The learning and teaching processes should be conducted in an interactive, inspirational, joyful, and motivating way for students to participate actively. It will also provide some space for students to develop their creativity and independence according to their talents, interests, physical development, and psychological development (Sugiarti, R., and Suhariadi, 2017).

Motivation is necessary for the learning and teaching processes because motivation is the paramount requirement. Learning motivation can develop passion and enthusiasm in learning. Students with high motivation have the energy to carry learning activities (Sword, 2001). Learning activities occur between students and their teachers in the classroom. During the class, teachers become the class manager and motivators. As class managers, teachers should manage the class as a place for them to deliver lessons to students. As a motivator, teachers should encourage student's passion and activeness. In achieving a successful learning process, the teacher's role as a motivator is crucial to driving students to be enthusiastic to learn so that learning objectives are fulfilled (Borland, 2005). Teachers should motivate students to avoid the class being boring and bring positive vibes; hence, students can follow the class better than before.

The learning process is an interacting process between teachers and students. Therefore, reinforcement is required so that students can improve their learning motivation; one of which is by giving rewards. Teachers can reward students for motivating them and improving their learning motivation. Factors affecting learning motivation include rewards. A reward is an interactive learning method between teachers and students that implements a system giving presents for students who actively and correctly answer questions. The reward method is a constructing activity (Cochran, 2009). Reward aims to boost students to strive to achieve excellent results. Students are rewarded to motivate them in doing or redoing their learning activities to get more rewards (Feldhusen, 2005). Besides, we can also implement punishments to improve learning motivation. It is usually to carry out when students violate the predetermined rules or do not follow school norms.

Motivation and learning affect each other. Both are closely related in education institutions. Motivation comes from the word motive, meaning the strong will of individuals. A motive is the driving force of a person to do a specific activity to achieve a specific objective. Motivation lies within individuals to build better behavior to fulfill their needs. Motivation and learning are highly related so that the activity generates good behavior. After understanding motive and motivation definitions, here are several arguments regarding motivation definitions.

## 1.2 Related Research

Manullang (Fornia, G.L., and Frame, 2001) stated that motivation is one's internal or external strength to boost the enthusiasm in performing a specific desire and objective. Having a dream means that people should strive to achieve it. Meanwhile, Mc. Donald (Gordon, E.W. and Bridglall, 2005) argued that motivation is an energy shift within individuals, marked by an objective's emerging feelings and responses. When one wants to achieve their dream, the pathway will be full of feelings related to the dream, e.g., negative thoughts.

According to Slameto (Myrsiades, 1987), learning is an effort to change overall behavior based on personal experience in environment interaction. The desired learning outcome is becoming a successful person, either in a behavioral or mindset aspect. When one strives during a challenge, a maximum result is guaranteed. Howard L. explained that learning is a behavioral change process through practices or exercises (Altuntas & Baykal, 2010).

Learning is a process of behavioral change through exercises. It is true because all changes require exercise. A baby that was initially could not walk and exercised to walk will ultimately walk. It is an example of the learning process that generates changes. Meanwhile, Cronbach stated that learning is an activity aiming for behavioral change due to experiences (Erkutlu, 2011). An experience is essential in the behavioral change process. When one has experienced it, one can continue and change those experiences into positive things. Experiences can be painful, but that is what motivates life.

Based on motivation and learning definitions above, it can conclude that learning motivation is defined as all psychological driving forces within individuals that generate learning activities, guarantee learning activity continuity, change behavior, and direct learning activities to achieve goals. According to Eyal & Roth (2011), learning motivation is an internal and external force in students who learn to change behavior. It is commonly equipped with several indicators and supporting elements. A person who performs behavioral change requires the primary motivation to generate tremendous changes. (Eyal & Roth, 2011) asserted that learning is an effort to provide a specific condition so that individuals are willing to conduct things. When they dislike, they will push the dislike feeling away. Learning motivation affects the learning process and outcome. Thus, the learning motivation of students should be continuously strengthened (Chawla, 2014).

Learning motivation can be performed by providing rewards for students who express their ideas or improve their learning outcomes. Sufficient attention on students regarding their potentials is a simple form of motivation because many cannot have such motivation from zero attention (Chiang, Han, & Chuang, 2011). Learning motivation is a foundation in learning activities since it affects interests, readiness, focus, independence, learning outcomes, and achievements (Muchiri & Ayoko, 2013).

According to Iii, North, & State (2012), the aspects of learning motivation include responsibility, agility, efforts, feedbacks, time, and objectives. Responsibility is the deliberate and non-deliberate human consciousness. Every person has a responsibility; however, not everyone can carry such a responsibility. One's efforts in performing things also prove the result of changes. Motivation generates behavior and affects and changes behavior. It also generates outcomes from one's exercises and experiences. Therefore, motivation functions include a) encouraging behavior or deeds, indicating that motivation has a crucial role in a process to generate good behavior; b) driving a deed to the desired goal; c) serving as a motor, as in the car's machine. The magnitude of motivation determines the speed of a job. High motivation means less time to achieve the goal and vice versa.

Darsono (Bynum, 2011) stated that factors affecting learning motivation are as follows: dreams, where a dream will strengthen learning motivation intrinsically and extrinsically; student ability, where it plays a vital role because, without ability, one's achievement is not maximum; student condition within an environment, including physical and psychological conditions. A sick person will obstruct from their activities, particularly in learning; dynamic elements of learning such as supporting equipment that will encourage learning motivation; teacher's efforts in teaching students, where teachers are essential to carry learning activities because their efforts in delivering materials are influential for whether students can accept them.

According to Slameto (Riswan, 2014), factors affecting learning are individual, personal, and social factors. Individual factors include maturity, intelligence, exercise, and motivation. Personal factors lie within the individuals, and each individual has different levels of intelligence. Social factors include the teachers, learning equipment, and social motivation. A social factor with a primary role is family because students mostly spent their time with family. Therefore, parents should actively pay attention to their children to generate good behavior.

### **1.3 Purpose of the Study**

The purpose of this study is to observe the magnitude of student's self-confidence, learning style, parent support, and learning motivation on learning outcomes.

## **2. Method and Materials**

### **2.1 Research Model**

This study is a verification study type, i.e., a study aiming to test hypotheses. The study uses a causal relationship analysis. This study uses a quantitative approach to test hypotheses and uses the Explanatory Survey method.

### **2.2 Participants**

The study population is all students of SMPN 1 Tigaraksa Tangerang. Meanwhile, the study samples are 223 people. Random sampling is performed in this study.

### **2.3 Data Collection Tools**

A data collection technique was obtained directly from the sources using written questionnaire questions (through Google form) with an ordinal scale.

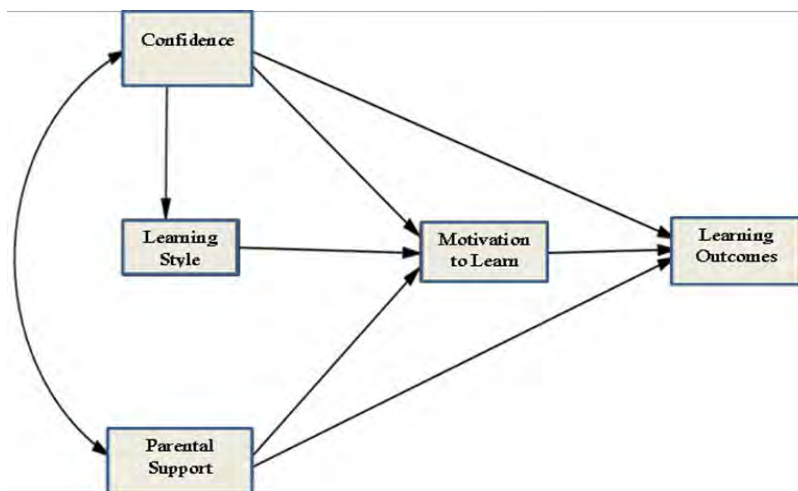
### **2.4 Data Collection Process**

The data collection process was obtained using an electronic questionnaire as the instrument with an ordinal scale.

### **2.5 Data Analysis**

The study uses the Path Analysis model to analyze the causal relationship between exogenous variables and endogenous variables. Path analysis is a technique to analyze a causal relationship in multiple regression when the independent variables, directly and indirectly, affect dependent variables (Mclaughlin, Dean, Mumper, Blouin, and Roth, 2013). This path analysis model is used in this study because it aims to observe the extent of direct and indirect effects of exogenous variables on endogenous variables.

The following is the path analysis diagram adjusted to the study objectives.



**Figure 1.** Path Analysis

The study hypotheses are:

- Self-confidence affects learning motivation
- Self-confidence affects learning outcomes
- A learning style affects learning motivation
- Parent support affects learning motivation
- Parent support affects learning outcomes
- Learning motivation affects learning outcomes
- Self-confidence and parent support affect learning outcomes through learning motivation.

### 3. Results

The study uses statistical analysis, i.e., Path Analysis. This analysis is utilized to test the intervening variable (Z), while, regression analysis is used to estimate the causal relationship among variables (causal model). Path analysis is the extension of the multiple linear regression analysis. In other words, path analysis is the utilization of regression analysis to estimate the causal relationship between variables predetermined based on the theory. A direct relationship occurs when a variable affects another variable without the third variable mediating (intervening) the relationship of both variables. An indirect relationship occurs when the third variable mediates the relationship between both variables (Ghozali, 2005:160).

Therefore, in the relationship model between variables, independent variables are called exogenous variables, and dependent variables are called endogenous variables. Path analysis will generate the most appropriate path of an independent variable to reach the last dependent variable.

The path analysis result is shown in the following figure:

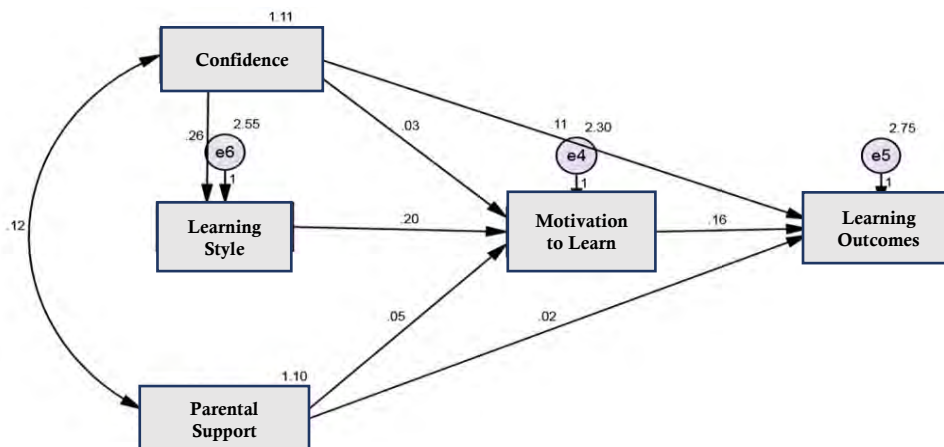


Figure 2. Path Analysis Result

Table 1. Measurement Results of Suitability Level (Goodness-of-Fit Model)

Goodness of Fit Measure	Goodness of Fit Acceptance Limit	Hasil
Chi-Square	The less the better	1.112
Probability (P)	$P \geq 0,05$	0.574
RMSEA	$RMSEA \leq 0,08$	0.000
CFI	$0,80 \leq CFI \leq 1$	1.000
TLI	$0,80 \leq TLI$	1.251

The model output in Table 1 shows the model suitability criteria with a Chi-square value of 1.112 with probability = 0.574 > 0.05. However, the CFI = 1.000 and TLI = 1.251. It indicates that the model was an absolute fit (Seguro, 2008). Therefore, the model was accepted.

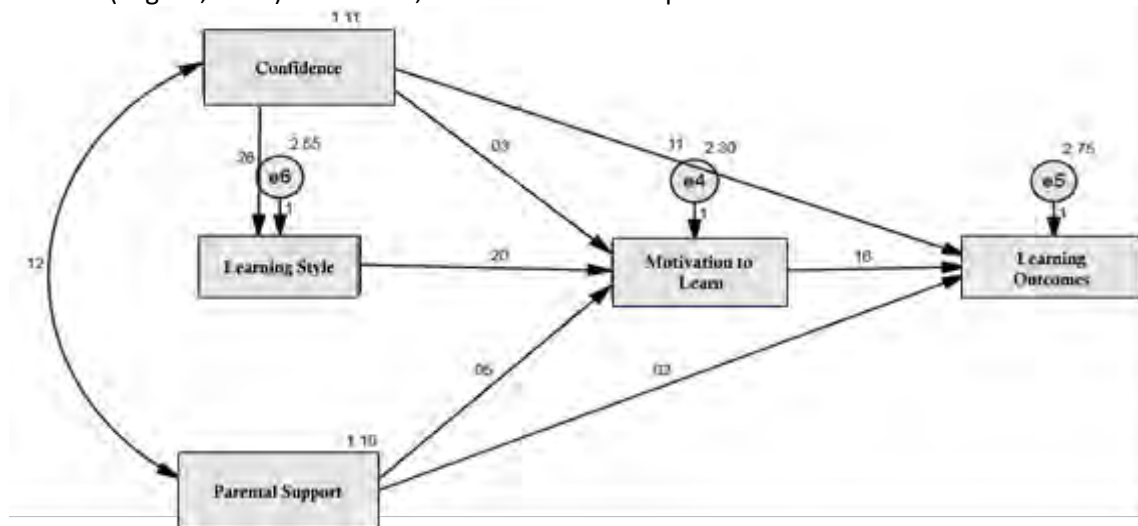


Figure 3. Path Analysis Model Was Accepted

**Table 2.** Direct Impact and Indirect Impact Scores

	Self-Confidence → Learning Style	0.169
<b>Direct Impact</b>	Learning Style → Learning Motivation	0.21
	Parent Support → Learning Motivation	0.034
	Self-Confidence → Learning Motivation	0.019
	Learning Motivation → Learning Outcome	0.15
	Self-Confidence → Learning Outcome	0.069
	Parent Support → Learning Outcome	0.013
	Parent Support → Self-Confidence	0.107
	Self-Confidence → Parent Support«	0.107
<b>Indirect impact</b>	Self-Confidence → Learning style → Learning Motivation	= 0.169 × 0.21 = 0.03549
	Self-Confidence → Learning Motivation → Learning Outcome	= 0.019 x 0.15 = 0.00285
	Parent Support → Learning Motivation → Learning Outcome	= 0.034 x 0.15 = 0.0051
	Learning Style → Learning Motivation → Learning Outcome	= 0.21 x 0.15 = 0.0315

The data listed in Table 2 are interpreted as follows;

- The Relationship of Self-Confidence and Learning Style Variables  
Self-confidence affected learning style by 0.169 or 16.9%. It shows that self-confidence improved learning style by 16.9%.
- The Relationship of Learning Style and Learning Motivation Variables  
Learning style affected learning motivation by 0.21 or 21%. It shows that learning style improved learning motivation by 21%.
- The Relationship of Parent Support and Learning Motivation Variables  
Parent support affected learning motivation by 0.034 or 3.4%. It shows that parent support improved learning motivation by 3.4%.
- The Relationship of Student’s self-confidence and Learning Motivation Variables  
Student’s self-confidence affected learning motivation by 0.019 or 1.9%. It shows that student’s self-confidence improved learning motivation by 1.9%.
- The Relationship of Learning Motivation and Learning outcome variables  
Learning motivation affected learning outcomes by 0.15 or 15%. It shows that learning motivation improved learning outcomes by 15%.
- The Relationship of Self-Confidence and Learning outcome variables  
Self-confidence affected learning outcomes by 0.069 or 6.9%. It shows that self-confidence improved learning outcomes by 6.9%.
- The Relationship of Parent Support and Learning outcome variables  
Parent support affected learning outcomes by 0.013 or 1.3%. It shows that parent support improved learning outcomes by 1.3%.
- The Relationship of Parent Support and Student’s self-confidence Variables  
Parent support affected student’s self-confidence by 0.107 or 10.7%. It shows that parent support improved student’s self-confidence by 10.7%.



#### 4. Discussion

This study is a continuation of the previous study by Rowling and Samdal (2011). This study demonstrates that rewards affected learning motivation with a significant p-value of  $0.004 < 0.05$  and a significant F calculation value of  $16.811 > F$  table of 4.10. Rewards affected learning motivation by 21%, while the remaining 79% were explained by other variables excluded from the study. This study reinforced a study by (Schlesselman et al., 2015). The method employed in the study is a quantitative method with the linear regression test data analysis technique. Rewards and punishments simultaneously improved learning motivation (Sugiarti *et.al.*, 2018). This study found that rewards could trigger students to strive more in the learning process and improve SMP IT Ar-Ridho Jakarta students' learning motivation.

It is supported by a study by (Ali and Waqar, 2013). The study utilized a causal method. The study results show that rewards had a significant partial effect on learning motivation, while punishments had a partial effect on learning motivation (Sugiarti, Riana, & Semarang, 2020). This study is strengthened with the study by (Lippstreu, 2010). It was a quantitative study with the survey method (Shofwan, Sugiarti, Erlangga, & Yogatama, 2019). Based on this study, a positive and significant effect of rewards and punishments on learning motivation was discovered. Based on the study results, the average value of rewards and punishments on learning motivation was 77% (good category).

Ali & Waqar (2013) conducted a descriptive and associative study. The study revealed a positive, significant, and partial effect of rewards on learning motivation. Meanwhile, punishments positively, significantly, and partially affected learning motivation.

This study is also in line with (Rowling and Samdal, 2011). The study approach was quantitative. Based on this study, rewards and punishments could deliver a significant impact on student's learning motivation. Teachers should always motivate students to engage them in the learning process.

A qualitative study by (Yang, 2014) using the product-moment correlation analysis discovered a simultaneous correlation between rewards and punishments with learning motivation of Civic Education subject by 0.601. The relationship between rewards and punishments and Civic Education learning motivation was discovered 0.601 between them. It was declared as a strong relationship since it fell between the 0.60-0.799 range. It shows that rewards and punishments are some of the choices to improve motivation response in students.

A quantitative study by (Lippstreu, 2010) using the associative approach (ex-post facto) demonstrated a significant effect between the Reward Method (X1) and Punishment Method (X2) simultaneously on Student's Learning Motivation (Y). Rewards and punishments affected learning motivation, while rewards and punishments encouraged learning motivation which then implicated learning outcomes.

#### 5. Conclusion

The results show that self-confidence has a positive effect on learning motivation, while learning style is also very influential for improving learning outcomes. Parental encouragement is a way to increase student motivation. Parents are expected to be able to motivate students considering that there is a strong relationship between parental encouragement and learning motivation. Parental support itself must be applied appropriately and efficiently. This means that parental encouragement must be adapted to one's current condition.



## 6. Recommendation

Parental encouragement should be supported so that it can enhance motivation for students. This educational parental encouragement can stimulate or bring up motivation in a person so that the person themselves will get up and try to improve and gain maximal performance.

## Acknowledgments

We would like to express our gratitude to the leadership of the University of Semarang, Surya Tangerang College of Teacher Training and Education, and the Nahdlatul Ulama Tegal School of Teacher Training and Education for all the research support provided. I also thank the school and the respondents for all the positive responses.

## References

- Ali, U., and Waqar, S. (2013). Teachers' Organizational Citizenship Behavior Working Under Different Leadership Styles. *Pakistan Journal of Psychological Research*, 28(2), 297–316.
- Altuntas, S., and Baykal, U. (2010). Relationship Between Nurses' Organizational Trust Levels And Their Organizational Citizenship Behaviors. *Journal of Nursing Scholarship*, 42(2), 186–194. <https://doi.org/10.1111/j.1547-5069.2010.01347>.
- Anderson. (2015). *Transformational Leadership in Education*. 1–14.
- Borland, J. H. (2005). *Gifted Education Without Gifted Children: The Case for No Conception of Giftedness*. In R.J. Sternberg & J.E. Davidson (Eds), *Conceptions of Giftedness* (pp. 1 - 19) (pp. 1–19). pp. 1–19. New York: Cambridge University Press. <https://doi.org/https://doi.org/10.1017/CBO9780511610455.002>
- Bynum, L. A. (2011). *The Relationship Between Psychological Contract Breach, Professional Identity, and Organizational Citizenship Behaviors Among Pharmacy Faculty: An Equity Sensitivity Perspective a Dissertation Presented for The Doctor Of Philosophy Pharmacy Administration*.
- Chawla, V. (2014). The Effect Of Workplace Spirituality On Salespeople's Organisational Deviant Behaviours: Research Propositions And Practical Implications. *Journal of Business & Industrial Marketing*, 29(3), 199–208. <https://doi.org/10.1108/JBIM-08-2012-0134>
- Chiang, Ht., Han, T., & Chuang, J. (2011). The Relationship Between High-Commitment Hrm And Knowledge-Sharing Behavior And Its Mediators. *International Journal of Manpower*, 32(5/6), 604–622. <https://doi.org/10.1108/01437721111158224>
- Cochran, C. S. (2009). *Effect of Social Support on the Social Self – Concept of Gifted Adolescents*. <http://digitalcomons.wku.edu/theses>.
- Erkutlu, H. (2011). The Moderating Role Of Organizational Culture In The Relationship Between Organizational Justice And Organizational Citizenship Behaviors. *Leadership & Organization Development Journal*, 32(6), 532–554. <https://doi.org/10.1108/01437731111161058>
- Eyal, O., & Roth, G. (2011). Principals' Leadership And Teachers' Motivation. *Journal of Educational Administration*, 49(3), 256–275. <https://doi.org/10.1108/09578231111129055>
- Feldhusen, J. F. (2005). *Giftedness, Talent, Expertise, and Creative Achievement*. In R.J. Sternberg & J.E. Davidson (Eds), *Conceptions of Giftedness*. New York: Cambridge University Press. <https://doi.org/https://doi.org/10.1017/CBO9780511610455.006>
- Fornia, G.L. dan Frame, M. W. (2001). *The Social and Emotional Needs of Gifted Children; Implications for Family Counseling*. *The Family Journal; Counseling and Therapy For Couples and Families*, Vol. 9 No. 4, P 384 – 390 (p. Vol. 9 No. 4, P 384 – 390). p. Vol. 9 No. 4, P 384 – 390. @ Sage Publications.

<https://doi.org/https://doi.org/10.1177/1066480701094005>

- Gordon, E.W. dan Bridglall, B. . (2005). *Nurturing Talent in Gifted Students of Color*. In R.J. Sternverg & J.E. Davidson (Eds), *Conceptions of Giftedness*. New York: Cambridge University Press. <https://doi.org/https://doi.org/10.1017/CBO9780511610455.009>
- Iesq, L., and Emas, K. G. (2017). *Character education grand design of the 2045 golden generation*. 1–14.
- lii, J. L. B., North, B. S. D., & State, C. (2012). *An Examination Of Middle Manager Innovation Behaviors And Institutional Factors Impact On Organizational Innovation In The USA And Mexico By : A Dissertation Submitted To The Faculty Of Old Dominion University In Partial Fulfillment Of The Requirement*. (September).
- Lippstreu, M. (2010). *Revisiting Fundamental Concepts Of Transformational Leadership Theory : A Closer Look At Follower Developmental Processes A Dissertation Presented To The Academic Faculty By Michael Lippstreu In Partial Fulfillment Of The Requirements For The Degree Doctor*.
- Mclaughlin, J. E., Dean, M. J., Mumper, R. J., Blouin, R. A., & Roth, M. T. (2013). *Reviews A Roadmap For Educational Research In Pharmacy*. 77(10). <https://doi.org/https://doi.org/10.5688/ajpe7710218>
- Muchiri, M. K., & Ayoko, O. B. (2013). Linking demographic diversity to organizational outcomes: The moderating role of transformational leadership. *Leadership & Organization Development Journal*, 34(December 2011), 384–406. <https://doi.org/https://doi.org/10.1108/LODJ-11-0086>
- Myrsiades, L. S. (1987). Corporate Stories as Cultural Communications in the Organizational Setting. *Management Communication Quarterly*, 1(1), 84–120. <https://doi.org/https://doi.org/10.1177/0893318987001001005>
- Pratt, S.Q and Richards, J. E. (2014). *Soft Skill Development in Youth Employment: A Scan of the Landscape*. Pratt Richards Group.
- Riswan. (2014). The Influence of Principal Leadership, Organization Culture, Teacher Competency and Job Satisfaction to Job Performance of \nTeacher at Vocational Public School of Medan\n. *IOSR Journal Of Humanities And Social Science (IOSR-JHSS)*, 19(3), 50–53. <https://doi.org/https://doi.org/10.9790/0837-19355053>
- Rowling, L., & Samdal, O. (2011). Filling The Black Box Of Implementation For Health-Promoting Schools. *Health Education*, 111(5), 347–362. <https://doi.org/https://doi.org/10.1108/09654281111161202>
- Schanella, A. and McCarthy, S. (2009). (2009). *Innovative interventions for today's exceptional children : cultivating a passion for compassion*. United States of America: Rowman & Little field Education.
- Schlesselman, L., Borrego, M., Bloom, T. J., Mehta, B., Drobitch, R. K., & Smith, T. (2015). An Assessment Of Service-Learning In 34 US Schools Of Pharmacy Follow Up On The 2001 Professional Affairs Committee Report. *American Journal of Pharmaceutical Education*, 79(8). <https://doi.org/10.5688/ajpe798116>
- Shofwan, I., Sugiarti, R., Erlangga, E., & Yogatama, A. (2019). *Indicator Of Teacher Work Stress*. 8(12), 730–736.
- Sugiarti, R., & Suhariadi, F. (2017). *Picture of gifted intelligent students social competence*. *Journal. International Journal of Humanities, Arts and Social Sciences*. 3(1), 20-26. DOI: <https://dx.doi.org/10.20469/ijhss.3.20004-1>.
- Sugiarti, R., Erlangga, E., Psikologi, F., & Semarang, U. (2018). *Children With Post Trauma Stress Flood*. (2009). <https://doi.org/10.24167/psidim.v17i2.1658>
- Sugiarti, R., Riana, R., & Semarang, U. (2020). *Indicators of Social Competencies in Gifted Students*. 13(7), 1444–1459.
- Sword, L. (2001). *Psycho-social Needs: Understanding The Emotional, Intellectual and Social Uniqueness Of Growing Up Gifted*. *Gifted & Creative Services Australia*. Australia.: Gifted & Creative Services Australia

Sugiarti, R., Murkana, N. P., Erlangga, E., Adicita R., & Pinandita, S.. (2021). Learning model of municipal students. *Cypriot Journal of Educational Science*. 16(4), 1765-1775. <https://doi.org/10.18844/cjes.v16i4.6039>

[www.giftednessservices.com.au](http://www.giftednessservices.com.au).

Yang, Y. (2014). Principals' Transformational Leadership In School Improvement. *International Journal of Educational Management*, 28(3), 279–288. <https://doi.org/10.1108/IJEM-04-2013-0063>