

Volume 9, Number 1  
January-June 2017

ISSN 0976-5883

**International  
Journal of  
Educational  
Administration**

Editor-in-Chief  
Srikanta Patnaik

**RIP**

**Research India Publications**

<http://www.ripublication.com>



International  
Journal of

EDUCATIONAL  
ADMINISTRATION

RIP Research India Publications Head Office: B-2/84, Ground Floor, Rohini Sector-16, Delhi-110089 INDIA Phone no.: +91-11-65394240 Fax No.: +91-11-27297815 Website: [www.rippublication.com](http://www.rippublication.com) Email: [rippublication@vsnl.net](mailto:rippublication@vsnl.net)



## ***International Journal of Educational Administration : Challenges and Prospects***

---

**Volume 9 Number 1 (2017)**

### **CONTENTS**

[The Video Blog Based Role Play Lessons to Enhance English Oral Communication Skills for Tourism Students](#)

pp. 1-16

Annop Bunjana and Suksan Suppasetserree

[Open and Distance Learning in KKHSOU Study Centers: Management and Effectiveness](#)

pp. 17-24

Rabinjyoti Khataniar

[Research on the Promotion of Professional Ability of College Counselor in China](#)

pp. 25-30

Li-Hua Qiu

[Role of Academic Monitoring Committee in Moulding the Career of Students](#)

pp. 31-36

Darapu Srikanth Satish Kumar

[A Study on the Link between College Students' Part-time Jobs and Employment and Entrepreneurship in the Context of Public Innovation in China](#)

pp. 37-46

Lingli Pan and Yunjian Liu

[A Performance relation between the Faculty Development Programme and the Student's Results in the Annual exams](#)

pp. 47-54

Naga Padmini Rayana

[The Relationship between Students' Interest in Reading and Study Motivation based on Teachers' Perception with Education Quality in Elementary Schools in Central Jakarta Within DKI Jakarta Province, Indonesia](#)

pp. 55-66

Connie Chairunnisa, MM

[UP]

© All rights are reserved with Research India Publications

[Home](#) [Journals](#) [Contact](#)



- ✚ [Vol. 1 No.1-2](#)
- ✚ [Vol. 2 No.1](#) [No.2](#) [No.3](#) [No.4](#) (2010)
- ✚ [Vol. 3 No.1](#) [No.2](#) [No.3](#) (2011)
- ✚ [Vol. 4 No.1](#) [No.2](#) (2012)
- ✚ [Vol. 5 No.1](#) [No.2](#) [No.3](#) (2013)
- ✚ [Vol. 6 No.1](#) (2014)
- ✚ [Vol. 7 No.1-2](#) (2015)
- ✚ [Vol. 8 No.1-2](#) (2016)
- ✚ [Vol. 9 No.1](#) (2017)
- ✚ [Editorial Board](#)
- ✚ [Instruction for Authors](#)
- ✚ [Subscription](#)
- ✚ [Call for Paper](#)
- ✚ [Library Recommendation Form](#)

© All rights are reserved with Research India Publications  
[Journals](#) [Contact](#)

[Home](#)



## **The Relationship between Students' Interest in Reading and Study Motivation based on Teachers' Perception with Education Quality in Elementary Schools in Central Jakarta Within DKI Jakarta Province, Indonesia**

**Dr. Connie Chairunnisa, MM**  
zusconnie@uhamka.ac.id

This non-causal research was conducted towards 217 elementary school teachers and 141 respondents in Central Jakarta. The data gathering process was done using a questionnaire with a Likert scale model.

The result of this research shows that: **First**, there is a positive relationship between students' reading interest ( $X_1$ ) and education quality ( $Y$ ) with the regression equation  $\hat{Y} = 116,25 + 0,28X_1$  with a correlation coefficient value of 0,320 and a coefficient of determination value of  $0,102 = 10,2\%$  significant towards  $\alpha = 0,05$ , meaning that there is a relationship between student's reading interest and education quality. The other 10,2% is influenced by other variables. **Second**, there is a positive relationship between study motivation ( $X_2$ ) and education quality with the regression equation  $\hat{Y} = 114,26 + 0,38X_2$ , with a correlation coefficient value of 0,225 and a coefficient of determination value of  $0,05 = 5\%$  significant towards  $\alpha = 0,05$ , meaning that there is a relationship between study motivation and education quality. The other 5% is influenced by other variables. **Third**, there is a positive relationship between education quality based on interest in reading and study motivation with the regression equation  $\hat{Y} = 85,238 + 0,251X_1 + 0,277X_2$  with a correlation coefficient value of 0,207 and a coefficient of determination value  $0,129 = 12,9\%$ , meaning that there is a relationship between students' interest in reading and study motivation combined with education quality as large as 12,9% while the rest is influenced by other variables.

**Keywords:** Student interest in reading, study motivation, education quality



## INTRODUCTION

The key to the success of education is the quality of educational service as it shows the potential of teachers, students, and school staff. In the Republic of Indonesia Act Number 20 Year 2003 Section I Article 1 Clause (1), it is stated that “Education is a conscious and planned effort to create a study atmosphere and study process so that students actively develop their self-potential in order to have religious strength, self-control, intelligence, noble morals, as well as skills needed for themselves, society, and their country”.

Within education, a systematic information and knowledge transformation process takes place. Through education, it is hoped that people who are able to bring this nation forward will be created. With education, people will become more knowledgeable which will create public awareness towards the change in mindset from being people who serve, to become people that are independent and proud parallel to those of people from other countries. Developing a person fully is the ultimate purpose of education. A fully developed person means that they are able to optimize all aspects of their potential (physical and spiritual) or in other words, able to mix between faith and piety with science and technology.

As we know, education quality in Indonesia has gotten worse. This is proven by the quality of teachers, learning facilities, and low number of students. Education quality in Indonesia has not experienced a significant improvement or equality. Many schools, especially in the cities, shown an improvement in education quality, while most others are still worrying. This view is stated by Dewati (2014:3) in her thesis which states that there are two factors why the effort in raising education quality has not yet succeeded. First is the education building strategies that are input oriented. This strategy takes the assumption that if all educational inputs have been fulfilled, a school can automatically produce outputs that are of quality as desired. Second, the management of education has mostly been macro oriented, regulated by a line of bureaucracy at the central level. As a result, many factors at the micro level (schools), such as study motivation and interest in reading is still low. This is in line with an opinion by Ardian Anjar and his colleagues in the American Journal of Educational Research, 2015, Vol.3, No.2, 250-254, *In fact, the majority of Indonesian people have not yet reached the stage of make reading as a fundamental need. Indonesia is a developing country with low interest in reading community.* The fact is that the majority of Indonesian citizens does not have the basic desire to read. Indonesia is a developing country with a low interest in reading.

As it turns out, Indonesian children are only able to master 30% of reading materials and they have a hard time in answering long answer questions that requires explanation. This might be as a result of habit from memorizing and doing multiple choice questions.



Next, Nindya Chandra (2010 in the journal [pgsdunj.org/index](http://pgsdunj.org/index), Vol.2, No.1 in page 16) stated that the decrease in reading in elementary school students, specifically in reading comprehension, is as a result of a lack of understanding in teachers in addressing the psychological aspects in supporting students' reading interests.

Raising the quality of education in Indonesia is not unconnected to the standardization of teaching taken. The world is constantly changing. Competence needed by people is also constantly changing, especially in the open world of globalization. The competence needed for a person working in educational institutions needs to be according to standard. The education standard in Indonesia is not yet according. In many cases, it is found that education is only taught in accordance to a competence standard which defeats the original purpose of education. Students only chase an educational standard, not take an education that is effective for them.

The low quality in Indonesia's young generation is partially caused by the low reading interest in Indonesian society. This condition is made worse by the speaking culture that is still strong in society in comparison with reading culture. From the infant stage to adult life, the reading culture is quite weak which limits the development of their knowledge. If Indonesia wants to become a developed and high-quality nation, Indonesia's youth must be stimulated to love reading. Through reading, the youth would be able to acquire new ideas and develop their way of thinking so that they may become a youth generation that is full of quality in this globalization era. The result of several researches has also shown that the low quality of Indonesia's youth is caused by the low interest towards reading in Indonesian society, from the young to adults.

Motivation in studying is very much needed in order to accelerate the aims of education and teachings. When studying, a person needs a push or motivation so that they may achieve what they desire. There are several factors that influence a student's study motivation. They are intrinsic factors (maturity, intelligence, social, physical, psychological, fatigue) and extrinsic factors (family, school, society). From these factors, whatever may influence a student's study motivation, teachers need to be able to provide a teaching and learning process while minding these intrinsic and extrinsic factors.

In particular, the government of DKI Jakarta province is developing parks complete with children play equipments. It is hoped that children will play in these parks and develop their mental strength and way of thinking. It will however be detrimental if the playgrounds are used for dating. If these playgrounds are complemented with reading sections, children will be able to play and study. Sadly, this has not yet been done. There are very little public reading facilities in Central Jakarta. It would be much better if every neighborhood has their own public reading facilities that can be used by the local citizens.



There are many factors that make Indonesians, specifically among teenagers in Central Jakarta, not realize the importance of reading. They are caused by internal and external factors. An example of the internal factor include how generally Indonesians are not used to reading from a young age and does not see reading as a necessity. External factors include the lack of a supporting environment such as a child who was not taught to regularly read which will carry on into their adult life. The people of Central Jakarta should already become a barometer for other areas to encourage their people to read. This should be done in order to push the desire to read among especially in elementary students. Interest in reading among elementary school students is still very low as is shown by the low number of students who comes to the library to read, especially among first, second, and third graders. As what was observed in the research location, the library of SDN Pasar Baru 01 was left unlocked without a staff or student that can be found reading in the library. After the students are dismissed at the end of the day, they are not given tasks by their teachers to read in the library. Similar situations can be found at SDN Pasar Baru 03 and SDN asar Baru 05 in which case the libraries are tightly locked. It is a sad condition.

There is lack of libraries in neighborhood areas as well as the low awareness by the government in providing reading facilities. Reading facilities can usually only be found in school libraries. There is especially a low reading interest with elementary school students. Central Jakarta is an area that is widely scrutinized for its development and what it lacks. Achievements accomplished by Central Jakarta will be seen as a normal thing as it is the center for logistics and wherever the area lacks will be a subject for ridicule. This becomes a dilemma if we look at the psychology of the area. There are also many teachers who teaches in DKI Jakarta who lives outside of the province, adding to the problems in addition to the lack of reading facilities and infrastructure.

From the result of research at seven elementary schools in Central Jakarta (SDN Pasar Baru 01 morning class, SDN Pasar Baru 03 morning class, SDN Pasar Baru 05, SDN Pasar Baru 11, SDN Karang Anyar 01 morning class, SDN Karang Anyar 02 day class, SDN Karang Anyar 08 morning class), several of those schools have libraries. However they are often empty of students and is not well taken care of. There is no one guarding it and there are also no desks or chairs available for reading in the library, making it look worthless.

Principals need to be more bold in requiring their students to read during break times in the library or in other school areas. Teachers could also use their authority to motivate students to read. Teachers should give motivation to study to their students in by raising their interest in reading books. As in line with a government act regarding teachers and lecturers, that teachers are professional educators with the main purpose of educating, teaching, tutoring, guiding, training, scoring, and evaluating. It is emphasized in UU No. 14 Year 2005 (Article 4) that teachers are



important components in education.

Problems that are faced by teachers nowadays are complicated. Teachers' rights have become political commodity, added to the level of care by parents that are ever decreasing as they see that education is now free, making parents decrease their care towards education. These things become problems for teachers even though teachers are very important in the development of a child. Most would agree that students that have a high study motivation would accomplish many things usually have great and professional teachers who developed their intellectual skill and creativity well. This can be a key towards the success of raising students' reading interest and study motivation with educational quality program.

Desire to read is the gate for a person in opening the veil to the world. It is hard to grow a desire to read on one's own as the reading culture in this country is still low. In order to increase this, it needs to be started by motivating students in studying. Using teacher's authority as an educator in a school, a teacher can make a rule that requires their students to read everyday. This can be hoped to increase study motivation and reading interest. The reading interest formed will act as an imaging towards society as it is a reflection of education quality from a school and can be seen by the well educated students that can accomplish things.

When educating about reading interest, it is important to know how much a student can absorb the knowledge taught. Even though we hope that awareness to read will come from the students themselves, we see at times that the reality is the opposite where the students became increasingly lazy to read. They choose to do other activities, which shows that the awareness is still lacking. Parents also hope that by enrolling their children in schools, they might have an increase in reading awareness. They do not hope that they will become more lazy in reading as they know that increasing interest in reading will add to their knowledge and discipline which will in turn add to their study motivation.

Education quality of a school will automatically increase if their students have more motivation to study. Education quality is not always decided by great teachers or great principals, but by how much students are able to absorb the subjects and rules set by the school. In the research location, there was still complaints by parents regarding the lack of education quality for the students. This include poor library facilities and other ill-kept facilities that make the students to not want to stick long around the school.

## **LITERATURE REVIEW**

Sallis (2015:46) defined quality as something that is satisfactory and exceeding what was originally desired. This definition is also called quality in perception. This kind of quality depends on the person observing it. This is an important definition as there is a



risk that we often forget from this definition: that in reality a costumer is the one that makes the decision towards a quality.

According to Goetsch and David (2013:4) regarding education quality, *“quality is dynamic state associated with products, services, people, processes, and environment that meets or exceeds expectation”*. It is then mentioned that “quality is performance to the standard expected by the costumer. Another mention by Fryman (2002:3), *“quality is a system which, when implemented, yield increased market share and reduces scrap and rework, just to name a few”*. Education quality needs to have a proper definition that is well thought out. However, quality is a concept that is confusing and may have different meanings by different people. Even experts have their own conclusions. According to Edward Sallis (2003), quality shows the characteristic that describes how good an object or service that is produced or supplied by an institution is.

On the other hand, Zamroni (2007:6), viewed education quality with a Total Quality Management (TQM) model, where the role of school culture is emphasized in a TQM model. This theory explains that a school’s quality covers three capabilities: academic, social, and moral. According to this theory, a school’s quality is decided by three variables, which are, school culture, the teaching and learning process, and the condition of the school. School culture are norms, habits, ceremonies, slogans, and other actions that have long been formed in the school and is passed on from one graduating class to the next whether purposefully or unconsciously. School culture is believed to influence all components of the school including teachers, principals, administration staff, students, and also parents. A conducive culture will help in building the school quality while an inconducive culture will hamper the improvement of quality.

Meanwhile, Zeithaml A.A & Berry (1990:93) expressed five dimensions of service quality based on SERVQUAL research as a costumer’s criteria in grading the quality of a (educational) quality, which are (1) Tangible, such as physical facilities, equipment, staff; (2) Empathy, this covers the ease for communicating and understanding the needs of the customer; (3) Responsiveness, this covers the desire of the staff to help customers and provide service well; (4) Reliability, which is the ability to provide promised service quickly and satisfactory; (5) Assurance, which is the abilities, manners towards customers, and trustable characteristics that the staff have that is free from danger, risks, and doubt.

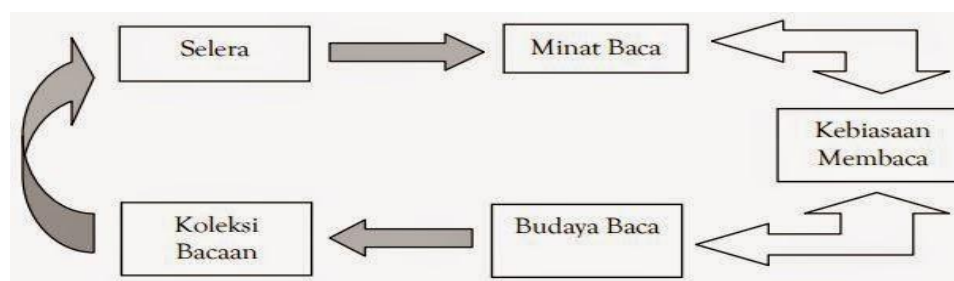
Based on the opinions above, it can be concluded that education quality means an effort by educators in providing service to students, parents, and society, with the dimensions: (1) Tangible, with the indicator (a) the use of infrastructure and facilities; (2) Empathy, with the indicator (a) social interaction, (b) understanding the students; (3) Responsiveness, with the indicator (a) the speed of response within a service; (4)



Reliability, with the indicator (a) precision, (b) reliability; (5) Assurance, with the indicator (a) comfort.

Reading while in elementary school is the basis for all further education. Because of that, it needs special attention from teachers as in order for the students to not have problems later on that would inhibit the acquiring of knowledge. Based on the research by Sutini (www.yahoo.com downloaded on 27 April 2015) titled *Raising Reading Motivation of Third Grade Students*, it was stated that reading interest within elementary school students is still low. In order to raise reading interest of third graders, extrinsic motivation is needed which may come from their school, teachers, family, and society. Efforts by the school and teachers can come in the form of publishing and managing reading materials. Efforts made by families can be in the form of educating children to read, paying attention to children's weaknesses when reading, enriching children's schematics, and visiting book stores. By the society, it may come from building libraries and reading tournaments.

Sugiharti (1997:39) stated that reading interest within Indonesian youth is among the lowest in the world and calculated that only 10% of Indonesian children can be counted as those that love to read. There are also two types of interest, which are spontaneous interest and patterned interest. Spontaneous interest is an interest that formed spontaneously from oneself without any influence from another person (Dawson and Bamman: 1960:31). Meanwhile, patterned interest is a type of interest that emerge as a result of influence or planned or repeated actions, specifically studying, in school and at home (Dawson and Bamman: 1960:15). Several factors that help form interest are **first:** need factor, formed from a person's need to fulfill something; **second:** emotional factor, a feeling of happiness will help form interest towards something while the feeling of disappointment or failure will ruin one's interest; **third:** environmental factor, which is where interest is influenced by desire to be accepted or acknowledged by one's environment. Figure 2.3 below explains the relation between taste, reading interest, and reading interest in order to create a reading culture.



**Figure 2.3:** The Process of Creating a Reading Culture

Source: The National Library of The Republic of Indonesia. *Patterns and Strategies of Library Development and Reading Interest Nurturing*. Page 54

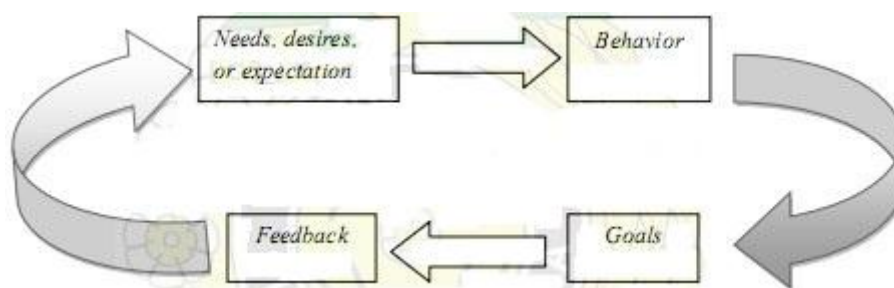


Based on the description regarding interest, the interest for reading can be synthesized as a formation of reading behavior in students that is caused by certain driving factors with the dimensions (1) internal factor with the indicator (a) feeling of success, (b) happiness, (c) disappointment, (d) failure, (2) external factor with the indicator (a) desire to be accepted or acknowledged by one's environment.

**The definition of motivation** – Several experts have given limitations towards the concept of motivation such as Manulang (1982) who stated that motivation is the providing of motive, the formation of motive and other things that form desire. Motivation can be defined as a factor that drives a person to act. According to Moekijat (1984) in a dictionary of management, motivation is a feeling or desire that influences a person to act. Motivation is an influence, a force that creates an action.

According to A.M. Sardiman (2007), motivation is the change of energy in a person that is marked by the formation of feeling that is preceded by a response towards a goal. According to Djamrah (2008), motivation is a change of energy within a person that is marked by the formation of a feeling and a reaction to reach a goal.

According to H.B. Uno (2006:45), motivation is a psychological process that can explain a person's actions. Motivation is a force that drives a person to act in order to accomplish a certain goal. This force is usually stimulated by several needs such as: the need that needs to be fulfilled, behavior, purpose, and feedback. It can also be described as a product of basic motivation process as follow:



**Figure 2.5** Scheme 1. Basic Motivation Process

According to Mc.Clelland (1987), if a person has the motivation to achieve, he will attempt to become better than everyone else, exceed a standard, and strive for success. They also have the desire to do something better or more efficiently than how it was previously done. From this definition, we can conclude that motivation is something dynamic and is a process that shows a behavior in order to achieve goals and to achieve a desire so that the wanted goals are achieved.



Studying is an obligation for all students. Studying is also a way for students to position themselves as someone who is conscious that they need to be professional as students. However, in reality, many students still feel lazy and bored while studying. For this reason, they need a push from many people. The influence of study motivation towards a student's success is significant. For that, the people around a student needs to help provide the correct motivation.

The role of motivation in studying according to H.B. Uno (2006:48) is as follows:

- **The Role of Motivation in Deciding Study Strength**  
Motivation can act as a strength for studying especially if a student that is studying has expectations to solve a problem that can only be finished through his experiences
- **The Role of Motivation in Clarifying the Purpose of Studying**  
The role of motivation in clarifying the purpose of studying has ties to the meaning of studying. A child will be interested in studying something if the object of study has been previously known about even if only a little or if the advantages has been felt by the student.
- **Motivation Decides Study Persistence**  
A child that is motivated to study something will attempt to study it well and with persistence with the hope of acquiring benefits. In this case, it appears that if a person has little or no motivation to study, that person will not be able to study long. The person will be tempted to do other things other than studying. This means that motivation is very influential towards persistence in studying.

Based on the theories above, it can be concluded that, as a synthesis, a student's study motivation is a studying process that is understood by the students based on encouragement from within the student (intrinsic) and encouragement not from the student (extrinsic) with the dimensions (1) intrinsic with the dimensions (a) curiosity, (b) need, (c) happiness; (2) extrinsic with the indicators (a) reward, (b) teacher's guidance, (c) achievement.

## **METHODOLOGY**

This research is a quantitative research that uses a survey method with a correlation technique. The use of this method and approach was based on the purpose of the research, which was to describe and analyze something that happens currently. The research method taken to find the relation between the independent variables ( $X_1$ ) and ( $X_2$ ) with the dependent variable ( $Y$ ). Students' reading motivation is described as ( $X_1$ ) while students' study motivation according to teacher's perception is described as ( $X_2$ ) and education quality is ( $Y$ ).

The population of this research is elementary school teachers in Central Jakarta totalling 217 teachers spread across seven elementary schools. Based on Slovin's equation, a sample of 141 persons is taken from 217 and 30 persons that was not taken as sample for the research.

The result was acquired from a model analysis which was used to answer hypotheses and to draw the conclusion of this research. The explanation for the hypotheses is explained as follow:

### **1. The First Hypothesis**

From the result of partial correlation coefficient calculation, there is a positive relationship between student's reading interest towards education quality with a simple correlation coefficient of 0,320. The student's reading interest partial correlation coefficient with education quality is controlled by motivation with a value of 0,287. The value of the  $t_{hitung}$  coefficient is 3,981.

### **2. The Second Hypothesis**

From the calculation of the partial correlation coefficient, there is a positive relationship between student's study motivation towards education quality with a simple correlation coefficient value of 0,225. The value of the partial correlation coefficient is 0,171 and the  $t_{hitung}$  coefficient value is 2,717.

### **3. The Third Hypothesis**

From the calculation of the partial correlation coefficient, there is a positive relationship between student's reading interest towards student's study motivation. The simple correlation coefficient value is 0,207 while the partial correlation coefficient is 0,146 and the  $t_{hitung}$  coefficient value is 2,49.

## **RESULTS AND DISCUSSION**

The description of data in this part covers variable Y (education quality) as the dependent variable (endogenous), variable X<sub>1</sub> (student's reading interest) and variable X<sub>2</sub> (student's study motivation) as the independent variable (exogenous). The description of these variables will be provided in order starting from variable Y, X<sub>1</sub>, and X<sub>2</sub>.

The result of the data analysis is as follow:

1. There is a significant positive relationship between student's reading interest



and education quality in elementary schools in Central Jakarta, DKI Jakarta province. The result of the determining coefficient calculation was  $(r^2_{yx_1}) \times 100\% = 0.102 \times 100\% = 10.2\%$ . This result means that 10.2% of education quality is determined by student's reading interest while the other 89.8% is determined by other variables that is not covered in this research. The relationship between the two variables is shown with the regression equation  $\hat{Y} = 116,25 + 0,28X_1$ . This shows that the change in the value of education quality is 0,28 units in the same direction as the constant 116,25. This means that as reading interest gets better, it will also increase education quality.

2. There is a significant positive relationship between student's reading interest and education quality in elementary schools in Central Jakarta, DKI Jakarta province. The result of the determining coefficient calculation was  $r^2_{yx_2}) \times 100\% = 0.050 \times 100\% = 5.0\%$ . This result means that 5.0% of education quality is determined by student's study motivation while the other 95% is determined by other variables that is not covered in this research. The relationship between the two variables is shown with the regression equation  $\hat{Y} = 114,26 + 0,38X_2$ . With this, a change in the value of student's study motivation will be followed by a change in the value of education quality as large as 0,38 units in the same direction as the constant 114,26. This means that as student's study motivation increase, education quality will increase as well.
3. There is a significant positive relationship between student's reading interest and study motivation altogether with education quality. It is proven by the multiple correlation coefficient calculation through the equation  $(r^2_{yx_1x_2}) \times 100\% = 0.129 \times 100\% = 12.9\%$ . This means that 12,9% of education quality is determined by student's reading interest and study motivation. It is pictured by the regression of Y towards  $X_1$  and  $X_2$  through the equation  $\hat{Y} = 85,238 + 0,251X_1 + 0,277X_2$ . With this, it can be concluded from the analysis that the influence of student' reading interest and study motivation altogether with education quality is significant.

## REFERENCES

- [1] Anjar, Ardian dkk (2015), American Journal of Educational Research, Vol.3. No.2, 250-254 <http://doi.org.Pubs.scie pub.com/education/3/2/19>
- [2] A.M.Sardiman.2007.*Interaksi dan Motivasi Belajar Mengajar*, Jakarta Raja Grafindo.
- [3] Chandra Nindya (2010) *The Role of Psychological aspects in improving student's Interest in Reading Comprehension*. <http://pgsdunj.org/index.php/pgsd/article/view/4/2> vol.2.No.1
- [4] Dawson, Mildred A. Dan Henry A.Bamman 1960: Fundamentals of Basic

- Reading Instruction. New-York: Longmans, Green and Co.
- [5] Edward Sallis, 2015, Total Quality Management In Education, translated by Ahmad Ali Riyadi dan Fahrurrozi, published by IRCiSoD, Yogyakarta.
  - [6] Fryman, Mark A.2002. Quality and Process Improvement.
  - [7] Goetsch, David L. Stanley Davis.2013. Quality Management for Organizational Excellence, sevent edition. Boston: Person .
  - [8] H.B.Uno.2006.*Teori Motivasi dan Pengukurannya*, Jakarta, Bumi Aksara.
  - [9] McClelland.David C.1987 Human Motivation. Boston University, Cambridge University Press
  - [10] M.Manullang.1982. *Manajemen dan Personalia*, Jakarta, Ghalia Indonesia
  - [11] Moekijat.1984. *Kamus Manajemen*, Alumni; Bandung.
  - [12] Pulungan, Dewati Murhasiani, 2014.Thesis: *Hubungan Supervisi Kepala Sekolah dan Profesionalitas Guru dengan Mutu Layanan Pendidikan SMKN Kelompok Pariwisata di DKI Jakarta*.
  - [13] Siagian,Roida Eva Flora (2015), *Pengaruh Minat dan Kebiasaan belajar siswa terhadap prestasi belajar Matematika*, <http://scholar.google.co.id>
  - [14] Sugihartati, Rahma. 1997. *Perilaku dan Kebiasaan Anak Gemar Membaca (Kasus Keluarga di Perkotaan di Surabaya)*. Jakarta: LP3S.
  - [15] Sutini, article *Upaya Meningkatkan minat baca siswa kelas III Sekolah Dasar*, [www.yahoo.com](http://www.yahoo.com) di unduh tanggal 27 april 2015
  - [16] S.B.Djamrah.2008.*Psikologi Belajar*, 2nd edition Rineka Cipta
  - [17] The Republic of Indonesia Act Number 20 Year 2003 Section I Article 1 Clause (1) regarding the national education system
  - [18] The Republic of Indonesia Act No.14 Year 2005 Clause (4)regarding teachers and lecturers
  - [19] Zeithaml, Valerie A.A. Parasuraman and Leonard L.Berry. 1990. Delivering Quality Sevice, Balancing customer Perception and Expatation. USA: The Press.
  - [20] Zamroni.2007.*Meningkatkan Mutu Sekolah*. Jakarta: PSAP Muhammadiyah.