

## The Influence of Principal Behavioral Decision Making Style on Teacher Work Behavior

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**Abstract:** *The purpose of this study was to examine the effect of the principal's behavioral decision-making style on the work behavior of teachers teachers at SDN 007 Sekar Mawar Indragiri Hulu. This type of research is quantitative with a population of 17 people, 1 principal and 16 teachers. The sampling technique used is the saturated sample technique. Data collection techniques used instruments in the form of questionnaires and data analysis techniques to test hypotheses using Product Moment correlation analysis and simple regression testing with the help of SPSS 21 of Windows. The results of this study indicate that the  $r_{xy}$  value of 0.697 is greater than the  $r_{table}$  value both at a significance level of 5% (0.497) and a significance level of 1% (0.623), namely  $0.497 < 0.697 > 0.623$ . Then  $H_a$  is accepted and  $H_0$  is rejected, meaning that there is a significant influence between the principal's behavioral taking style and the teacher's work behavior. In a simple regression test, the equation  $Y = 11,161 + 1.117X$ , if the behavioral decision-making style increases by 1 point, then the value of work behavior increases by 1.117 at the constant 11,161, and becomes 55,841 when the behavioral decision-making style is optimized. The value of R Square is 0.462, which means that the influence of behavioral decision-making style on teacher work behavior is 46.2%, and the remaining 53.8% is caused by other variables that are not the focus of discussion in this study.*

**Keywords:** *Decision Making Style Behavioral, Principal, Work Behavior*

## INTRODUCTION

Decision making is one of the functions of leadership that must be mastered by every leader. Leaders determine the success or failure of the organization in dealing with social problems (Basyar, 2016). Because the level of existence of a leader can be seen from the policies and decisions he makes, and the ability to make relevant decisions makes him an effective leader (Dhurrani, 2013). In the decision-making process, an important factor is the problem that must be faced. The ability to see, recognize and identify problems is an absolute must in organizational life. Problems can come from many things, in terms of decision making; of course a leader must have clear goals and are working on their realization. Planning activities are the initial stage in realizing goals, if there are deviations from the plan, this is what triggers problems and requires decision-making activities (Siswanto, 2015).

In every organization, leaders face different types of problems and different decisions in carrying out their duties. The existence of different situations and conditions causes problems to be unstructured even though the purpose of decision making is clear, types of problems are also often encountered and even information about problems is easy to interpret and solve. This means that in making decisions, leaders do not escape from experiencing conditions of certainty, risk and uncertainty (Kurniasari, 2012). Rivai revealed that there are two aspects that are highlighted in decision making, namely the decision-making process and decision-making style (Diana, 2013). The accuracy of the decision results is determined by the decision-making style used by the leader. Each leader has a different decision-making style and does not rule out the same possibilities, depending on what aspects or factors make them consider and decide on these problems (Kurniasari, 2012). Those who are most flexible in their approach to decision making have a very complex individualistic style. However, a leader's dominant style says a lot about how they tend to make decisions. Because it is not uncommon for conflicts between individuals with different styles (Greenberg, 2011).

Black and Mountain mention that a leader's decision-making style is also influenced by his orientation in making decisions, namely task orientation or relationship orientation (Hanafi, 2018). Looking at the relationship orientation, of course talking about interpersonal relationships within the organization. Basically, decision making is based on the principle of humanity that balances the mind and heart so as not to appear authoritarian (Anwar, 2014). In this case, the decision-making style is an important factor to see the orientation of the leader's relationship with his subordinates, as it is known that the decision-making style consists of 4, namely directive, rational, analytical and behavioral (Syamsul, 2017). Among the 4 decision-making styles, the behavioral style is a

style that is more relationship-oriented, more concerned with the interests of its subordinates and is also democratic (Fahriana, 2018). So when a principal has a more dominant behavioral decision-making style, how will the impact on work behavior be caused by the teacher. As revealed by Theedens that work behavior is attitudes, responses and actions towards a job that is caused by conditions in the work environment and the treatment of leaders (Kusumawati, 2015).

The creation of good work behavior in terms of the form of communication that exists within the organization and the validation of subordinates' feelings about the various working conditions experienced and the diversity that is understood (Maulana, 2012). That is, a subordinate or teacher has the hope of being given the opportunity to express opinions and be included in the decision-making process. Therefore, as will be discussed in this study, namely examining how much influence the behavioral decision-making style of the principal on the work behavior of teachers at SDN 007 Sekar Mawar Indragiri Hulu.

The novelty of this research lies in the behavioral decision-making style which in previous studies was more dominant in discussing the overall decision-making style. And examine the effect on the work behavior of teachers caused by the behavioral style.

## **RESEARCH METHOD**

The type of research is quantitative research, which is a form of scientific research that examines a gap from a phenomenon, and looks at opportunities for links or relationships between variables in the problems specified. This research consists of two variables, 1 independent variable namely Principal Behavioral Decision Making Style (X) and 1 dependent variable namely Teacher Work Behavior (Y).

The population in this study is the principal of 1 person and the teacher is 16 people. This study uses a saturated sample technique, namely the determination of the sample when all members of the population are used as samples because the population is relatively small. The data collection technique used an instrument in the form of a questionnaire consisting of 8 statement items for behavioral decision-making styles that were filled out by teachers and principals with indicators including concern for schools, support for teacher work, development and appreciation of teacher performance, being open to opinions, think about the welfare of teachers, and act fairly. While the work behavior questionnaire consists of 12 statements filled in by the teacher with indicators in the form of recognizing diversity, creating new ideas (innovation), communication skills, expertise capabilities, having good relationships

(interpersonal skills), and productivity. The instrument was then tested for validity and reliability, after being declared valid and reliable, it was then tested for normality (Kolmogorof Smirnov) and linearity, then hypothesis testing was carried out with product moment correlation analysis (single) and simple regression analysis. All data processing activities to data analysis were carried out using SPSS 21 of Windows.

## **LITERATURE REVIEW**

### **Behavioral Decision Making Style**

Decision making according to John Ivan Cevich is the process of choosing specific actions related to problems or opportunities (Cevich et al., 2013). Atmosudirjo defines decision making as the final result or termination of a problem that is analyzed from questions with the aim of obtaining a solution by making choices about existing alternatives (Fahrudin, 2021). According to George R. Terry, decision making is the determination of alternative behavior specifically for the many available alternatives (Mahanum, n.d.). Purwanto also stated that decision making is a process of formulating all alternative actions in exploring various situations and conditions and making accurate choices in the midst of many alternative problem solving that exist after evaluating whether or not the alternative is effective to achieve the goal (Dilla Yuliatika, Rusdina, 2021).

Decision-making abilities at the individual level depend on the level of expertise in uniting and collaborating between scientific approaches, intuitive and emotional creative thinking (Setiawan & Pratama, 2019). It can be concluded that decision making is an attempt to create various alternatives to existing problems by going through the process of identification, organization, evaluation and implementation until the right alternative is chosen to be used in accordance with the conditions and situations at hand.

While behavioral decision-making style is a style that tends to pay attention to the group and accept group opinions (Zahroh, 2019), triggers encouragement and cooperation from subordinates (Ikhwan, 2018), pays attention to the personal development of co-workers/subordinates, supports the achievement of subordinates, is open to suggestions. subordinates, and tend to resolve problems through meetings/deliberations in making decisions (Raihan, 2016).

The indicators of behavioral decision-making style based on the theory of Jerald Greeberg are concern for schools, support for teacher work, development and appreciation of teacher performance, being open to opinions, thinking about teacher welfare, and being fair.

## Work Behavior

Prawirasentono stated that behavior is an important individuality trait of a person to carry out activities (Nurwahidah et al., 2018). Robbins defines work behavior as an attempt to actualize one's self through a work attitude that is emphasized to determine actions to be carried out in the work environment (Kusumawati, 2015). While the notion of work behavior according to Kast & Rosenweig is all actions that are carried out by someone as a form of personal interest or organizational group (Nurwati et al., 2012). It can be concluded that work behavior is a person's attitudes, actions and actions at work resulting from the nature, experience and conditions experienced in the work environment.

The indicators of work behavior are adopted from the theory of John Ivan Cevich (Cevich et al., 2013), namely recognizing diversity, creating new ideas (innovation), communication skills, expertise capabilities, having good relationships (interpersonal skills), and producing good productivity.

## RESULTS AND DISCUSSION

### Analysis Prerequisite Test Results

The data normality test is intended to test a sample of the independent and dependent variables that are normally distributed or not, a good regression model has a normal residual value. The normality test was carried out using Kolmogorof Smirnof which aims to determine the distribution of random and specific data in a population, on the basis of determination:

The following is the presentation of the results of the X and Y variables normality test:

**Table 1. Normality Test Results**  
One-Sample Kolmogorov-Smirnov Test

		Behavioral Decision Making Style	Teacher Work Behavior
N		16	16
Normal Parameters <sup>a,b</sup>	Mean	28.4375	42.9375
	Std. Deviation	2.55522	4.20268
Most Extreme Differences	Absolute	.205	.146
	Positive	.205	.115
	Negative	-.167	-.146
Kolmogorov-Smirnov Z		.820	.583
Asymp. Sig. (2-tailed)		.512	.887

a. Test distribution is Normal.

b. Calculated from data.

**Source:** data processed using SPSS 21.21

Based on the output above, on the Behavioral Decision Making Style data, the Asymp significance probability value is obtained. Sig of  $0.512 > 0.05$ . So for the Behavioral Decision Making Style variable, the null hypothesis which states that there is no difference between the data distribution and the normal distribution is acceptable. This means that the Behavioral Decision Making Style data is normally distributed. Then the Teacher Work Behavior data has a probability value with a significance of  $0.887 > 0.05$  which means for the Teacher Work Behavior variable the null hypothesis which states there is no difference between the data distribution and the normal distribution is acceptable. This means that the teacher's work behavior data is normally distributed.

Then the linearity test is an assumption that will ensure whether the data to be analyzed is in accordance with the linear line or not. This assumption can be determined by finding the deviation from linearity value of the linear F test. Regression test can be done if the assumption of linearity can be met.

The following is the presentation of the results of the linearity test of variables X and Y:

**Tabel 2.**

**ANOVA Table**

			Sum of Squares	df	Mean Square	F	Sig.
Teacher Work Behavior * Behavioral Decision Making Style	Between Groups	(Combined)	148.221	5	29.644	2.540	.098
		Linearity	122.288	1	122.288	10.477	.009
		Deviation from Linearity	25.933	4	6.483	.555	.700
	Within Groups	116.717	10	11.672			
	Total	264.937	15				

*Source: data processed using SPSS 21.21*

The table above shows linearity - a significance of  $0.009 < 0.05$ , which means the null hypothesis is rejected and the alternative hypothesis is accepted, thus it can be said that the variation in the value of the independent variable can explain the dependent variable, which means that the Behavioral Decision Making Style variable is linear with the teacher's work behavior variable.

## Hypothesis Test Results

### *Product Moment Correlation Analysis*

The prerequisite tests that have been carried out on the Decision Making Style variable (X) and the Teacher Work Behavior variable (Y) have met the criteria for further correlation analysis to test the hypothesis. The hypotheses proposed are:

The hypotheses proposed in this study are:

H<sub>a</sub>: There is a significant influence between Principal Behavioral Decision Making Style and Teacher Work Behavior

H<sub>0</sub>: There is no significant effect between Principal's Decision Making Style and Teacher's Work Behavior

The following is a presentation of the calculation of the product moment correlation analysis based on the results of the correlation index number from the Behavioral Decision Making Style and Work Behavior variables:

$$\begin{aligned}
 r_{xy} &= \frac{N \sum XY - (\sum X) (\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}} \\
 r_{xy} &= \frac{16 \times 32198 - 584 \times 879}{\sqrt{[16 \times 21418 - 584^2][16 \times 48555 - 879^2]}} \\
 &= \frac{515168 - 513336}{\sqrt{(342688 - 341056)(776880 - 772641)}} \\
 &= \frac{1832}{\sqrt{1632 \times 4239}} \\
 &= \frac{1832}{\sqrt{6918048}} \\
 &= \frac{1832}{2630,21824} \\
 &= 0,696520149 \text{ (0,697)}
 \end{aligned}$$

Based on the results obtained from the above formula, it can be stated that N = 16, (df) = N-2 = 14, by examining the rtable value of the product moment which totals df = 14, the rtable value at the 5% significance level is 0.497 and at 1% significance level is 0.623. By paying attention to the magnitude of rxy which is 0.697, the magnitude of which ranges from 0.40 to 0.70 means that the positive correlation between the X variable and the Y variable is a moderate positive correlation. Furthermore, it can be interpreted that the value of rxy is 0.697 greater than rtable both at the 5% significance level (0.497) and at the 1% significance level (0.623). This means, if the value of rxy > rtable is 0.697 > 0.497 at the 5% significance level and 0.697 > 0.623 at the 1% significance level, then H<sub>a</sub> is accepted and H<sub>0</sub> is rejected, meaning that there is a significant influence between the Principal's Behavioral Decision Making Style and Work Behavior Teacher. It can be concluded that the level of teacher work

behavior is related/influenced by the behavioral decision-making style of the principal.

### ***Simple Regression Analysis***

Regression analysis is used to determine the prediction of the value of the independent variable on the dependent variable, how much influence it has. The following is the presentation of data from simple regression analysis of variables X and Y:

**Tabel 3.**  
**Descriptive Statistics**

	Mean	Std. Deviation	N
Teacher Work Behavior	42.9375	4.20268	16
Behavioral Decission Making Style	28.4375	2.55522	16

**Source:** data processed using SPSS 21.21

The table above shows the average value (mean) of Teacher Work Behavior of 42.9375 and Behavioral Decision Making Style of 28.4375, meaning that the distribution of decision-making style data is smaller in value compared to work behavior, in other words the level of variance of decision-making style data decisions are smaller than the teacher's work behavior. While N=16 is the number of respondents analyzed.

**Tabel 4.**  
**Correlations**

		Teacher Work Behavior	Behavioral Decision Making Style
Pearson Correlation	Teacher Work Behavior	1.000	.679
	Behavioral Style	.679	1.000
Sig. (1-tailed)	Teacher Work Behavior	.	.002
	Behavioral Style	.002	.
N	Teacher Work Behavior	16	16
	Behavioral Style	16	16

**Source:** data processed using SPSS 21.21

Based on the results of the output above, the correlation coefficient of the decision-making style variable = 0.679, sig. = 0.002 < 0.05 (probability value), then the result of the interpretation is that there is a significant correlation between behavioral decision-making style and teacher work behavior,  $H_0$  is rejected,  $H_a$  is accepted. The correlation coefficient of behavioral decision-making style with teacher work behavior is 0.679, which is

positive, meaning that it indicates a positive direction of correlation. So the higher the behavioral decision-making style, the higher the teacher's work behavior, and vice versa.

**Tabel 5.**

**Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.679 <sup>a</sup>	.462	.423	3.19206

a. Predictors: (Constant), Behavioral Decision Making Style

b. Dependent Variable: Teacher Work Behavior

**Source:** data processed using SPSS 21.21

The output results above show the magnitude of the influence of the independent variable on the dependent variable. The magnitude of the coefficient of determination (R Square) is 0.462 which means that the effect of the independent variable on the dependent variable is  $0.462 \times 100\% = 46.2\%$ . So, the magnitude of the influence of Behavioral Decision Making Style on Teacher Work Behavior is 46.2% and the remaining 53.8% is influenced by other variables that are not the focus of discussion in this study.

**Tabel 6.**

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	122.288	1	122.288	12.002	.004 <sup>b</sup>
	Residual	142.650	14	10.189		
	Total	264.938	15			

a. Dependent Variable: Teacher Work Behavior

b. Predictors: (Constant), Behavioral Decision Making Style

**Source:** data processed using SPSS 21.21

Based on the table above, the calculated F value is 12.002 and the significance is  $0.004 < 0.05$ , so the behavioral decision-making style score can predict the teacher's work behavior score,  $H_0$  is rejected.  $H_a$  is accepted. It is explained by the regression equation obtained from the table below:

**Tabel 7.****Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error				Beta	Lower Bound
(Constant)	11.161	9.207		1.212	.246	-8.587	30.908
Gaya Pengambilan Keputusan Behavioral	1.117	.323	.679	3.464	.004	.426	1.809

a. Dependent Variable: Teacher Work Behavior

*Source: data processed using SPSS 21.21*

From the coefficients table above, column B in constant (a) is 11.161, while the behavioral decision-making style is 1.117, then the regression equation can be written:

$$Y = a + bX$$

$$Y = 11,161 + 1.117X$$

This means, if the Principal's Behavioral Decision Making Style increases by 1 point, then the Teacher's Work Behavior will increase by 1,117 points at a constant 11,161. If the behavioral decision-making style of the principal is increased to the optimal value in accordance with the ideal score of the instrument, namely  $5 \times 8 = 40$  (5 is the highest instrument score from the respondent's answer, 8 is the number of items of the instrument variable x), then the teacher's professional competence score becomes  $Y' = 11,161 + 1,117(40) = 55,841$ . So, it can be concluded that if the behavioral decision-making style of the principal is increased to optimal (40), then the value of teacher work behavior is estimated at 55.841.

## CONCLUSION

Based on the results of the analysis above, it can be concluded that the Principal Behavioral Decision Making Style variable has an effect on the Teacher Work Behavior variable, as evidenced by: (1) The results obtained from the product moment correlation show that the value of  $r_{xy}$  is 0.697 greater than  $r_{table}$  both at the 5% significance level (0.497) and at the 1% significance level (0.697) which is included in the moderate positive correlation level, then  $H_a$  is accepted and  $H_0$  rejected, meaning that there is a significant influence between the Principal's Behavioral Decision Making Style and the Teacher's Work

Behavior. It can be concluded that the level of teacher work behavior is related/influenced by the behavioral decision-making style of the principal. (2) The magnitude of the coefficient of determination (R Square) is 0.462 which means that the effect of the independent variable on the dependent variable is  $0.462 \times 100\% = 46.2\%$ . So, the magnitude of the influence of Behavioral Decision Making Style on Teacher Work Behavior is 46.2% and the remaining 53.8% is influenced by other variables that are not the focus of discussion in this study. (3) The calculated F value from the ANOVA table is 12.002 and the significance is  $0.004 < 0.05$ , then the magnitude of the behavioral decision-making style score can predict the magnitude of the teacher's work behavior score,  $H_0$  is rejected.  $H_a$  is accepted. (4) The regression equation  $Y = 11,161 + 1,117X$ , which means, if the Principal Behavioral Decision Making Style increases by 1 point, then the Teacher's Work Behavior will increase by 1,117 points at a constant 11,161. If the behavioral decision-making style of the principal is increased to an optimal value, the teacher's professional competence score becomes  $Y' = 11,161 + 1,117(40) = 55,841$ . ■

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