

## Analysis of Organizational Commitments for Remote Regional Teachers in Tojo District Una-Una, Central Sulawesi Province

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### Abstract

*Teacher organizational commitment is the key to implementing quality education. Without a high organizational commitment, the implementation of quality education is impossible. Therefore, a clear description and conception of teacher organizational commitment is needed. The purpose of this study is to describe teacher organizational commitment in more depth. The research method used is descriptive quantitative with data collection techniques in the form of distributing questionnaires, documentation, and observations carried out in Tojo Una-Una Regency, especially remote areas. The results of the study reveal that organizational commitment that occurs is related to (1) affective commitment, (2) normative commitment, and (3) continual commitment. The results of this study indicate that the dominant commitment of SDN teachers in remote areas of Tojo Una-Una Regency is affective commitment, followed by normative commitment and continuous commitment.*

### Keywords

organizational commitment;  
teachers; remote areas



## I. Introduction

Teachers are the key and spearhead of improving the quality of education. Teachers play a strategic role in the implementation of quality education. No matter how good the education policy is, without being supported by quality teachers, improving the quality of education will not achieve as expected. Seeing this reality, efforts to improve the quality of education always require quality teachers, teachers who perform according to expectations and teachers who are committed to the task of educating the nation's life.

There are many challenges for developing countries to provide good education services, especially in rural and remote areas. Indonesia is no exception. Although access to basic education in Indonesia has achieved universal participation, the quality of education services and student learning outcomes are still low.

The World Bank has just published the results of a survey in five districts that are ranked among the poorest in Indonesia. This survey was conducted in 270 primary schools in remote villages between 2016-2017. Survey respondents included school principals, teachers, students, school committees, parents and village heads.

First, the survey found that the schools and study villages face connectivity challenges that may prevent the best teachers from working here. On average, the location is 149 km or five hours from the district city; only 29% are connected to the electricity grid; and only 17% have internet access. The survey results indicate a diversity of resource allocations: 91% of schools have toilets with a balanced gender ratio; 54% own a library; but only 39% have adequate textbooks.

Observations indicate that gaps can be reduced by prioritizing funding allocations. In addition, renovation of school facilities and housing for teachers can improve the working conditions of teachers assigned to remote areas.

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Second, the quality of education services in survey schools is constrained by teacher qualifications, teacher composition, and the demands of multi-grade teaching. Thirty-four percent of teachers and 18% of principals have only a high school education. PNS teachers make up 40% of the total teaching staff, with the shortfall being filled by contract teachers (42.5% honorary teachers and 15.8 contracted by the district or province).

While civil servant teachers have an average income of Rp. 8.4 million per month, honorary teachers only receive Rp. 550,000. Honorary teachers tend to have side jobs and have lower qualifications than PNS teachers. Although the class ratio is almost comparable to the national average (20 students per class in surveyed districts compared to 23 at the national level), surveyed teachers often replace absent teachers and have to teach several classes (in 25% of schools) even though they never attend receive training in this regard.

Third, teacher absenteeism is a serious problem, because it directly affects whether students study in school or not. A surprise visit to the sample school found that 25% of classrooms had no teachers, and 17% of teachers did not come to school.

According to Astuti et al (2019) Education is an obligation of every human being that must be pursued to hold responsibilities and try to produce progress in knowledge and experience for the lives of every individual. Education is one of the efforts to improve the ability of human intelligence, thus he is able to improve the quality of his life (Saleh and Mujahiddin, 2020). Education is expected to be able to answer all the challenges of the times and be able to foster national generations, so that people become reliable and of high quality, with strong characteristics, clear identities and able to deal with current and future problems (Azhar, 2018).

Improving the quality of education really depends on qualified teachers. But more than that, improving the quality of education really requires teachers who are committed to their professional duties. In other words, quality education requires teachers who have organizational commitment. Without organizational commitment, no matter how good the goals of education and all the supporting facilities, the quality of education is very difficult to achieve.

The commitment of teacher organizations has a broad impact in education, including improving quality culture, increasing team-work, creating educational dynamics, independence, willingness to change, continuous evaluation and improvement, responsive and anticipatory towards needs, accountability, and sustainability of education. In essence, The change and progress of education is highly dependent on the commitment of the teacher's organization.

Eastern Indonesia is mostly included in the category of Remote areas, which need more serious attention in the development of education. The Ministry of Education and Culture of the Republic of Indonesia responded to this by issuing Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 34 of 2012 concerning the Criteria for Special Regions and the Provision of Special Allowances for Teachers. What is meant by special areas in this Regulation of the Minister of Education and Culture are: a) remote or underdeveloped areas, b) areas with isolated conditions of indigenous peoples, c) border areas with other countries, d) areas experiencing natural disasters, social disasters, or areas that are in other emergency situations and/or and e) the outermost small island.

Tojo Una-Una Regency has been designated as a remote area through the Decree of the Minister of Education and Culture of the Republic of Indonesia Number 123/P/2012 concerning the Designation of Special Regions, which are spread over 12 sub-districts. The table below presents the number of schools that fall into the lagging category.

There are 8 (eight) sub-districts in the remote category of the 12 sub-districts in Tojo Una-Una Regency. The number of primary schools in remote areas is 47 schools, with a total of 3,928 students. In addition, of the 8 (eight) underdeveloped sub-districts, there are 6 (six) sub-districts located in the archipelago, namely: Una-Una, Batudaka, Togean, Walea Islands, Talatako, and Walea Besar, with 33 schools left behind and the number of students is 2,525 students or 64.25%. The number of teachers is 396 teachers, thus the teacher-student ratio is 1:10. This means that one teacher handles 10 students. This indicates that the 3T region has not met the adequacy of the teacher-student ratio. According to the Ministry of Education and Culture (2013) and UNESCO Global Monitoring Report (2011), it states that the teacher-student ratio is 28 students which is equivalent to other low-middle income countries. This is confirmed by MENPAN (2018) the ratio of teachers to students should not go down, namely 1:16.

Characteristics of remote areas that require limitations, so the teacher in charge of the area is required to have a high commitment to the organization. According to Allen and Mayer (2009) that organizational commitment consists of three, namely: (1) affective commitment, (2) normative commitment and (3) continuance commitment. The theory put forward by Allen and Meyer (2009) with the limitations and characteristics of remote areas, then a teacher is required to have a high commitment to stay afloat and devote himself to the task at hand.

The importance of teacher commitment has attracted the attention of researchers including: Tuğrul Mart, (2013). The results show that committed teachers have a tendency to effectively perform the roles required by their jobs, and to build good teacher-student relationships in accordance with professional values. The basic goals and values of teaching the profession effectively shape student behavior changes in accordance with the principles of educational science.

### **Problem Formulation**

Based on the background above, the problems in this study are:

1. What is the level of organizational commitment for teachers in remote areas of SDN Tojo Unan-Una?
2. What is the strategy to increase the level of organizational commitment for SDN teachers in remote areas of Tojo Unan-Una Regency?

### **Research Purposes**

The purpose of this study, according to the formulation of the problem, is to analyze and determine the level of organizational commitment for SDN teachers in remote areas of Tojo Unan-Una Regency, as well as what strategies can be done to increase organizational commitment.

## **II. Review of Literature**

### **2.1 Organizational Commitment**

One of the capital in running an organization is human resources who have a high commitment to an organization. Some opinions about organizational commitment are described in the matrix below.

**Table 1.** Concept of organizational commitment theory

No	Expert/Year	Concept of Organizational Commitment Theory
1	Allen and Meyer (2009)	Stated three dimensions of organizational commitment, namely: (1) affective commitment, (2) normative commitment and (3) continuance commitment.
2	Berberoglu and Secim (2015 )	An important concept in terms of employee loyalty and efficiency for an organization
3	Mowday et al (1979)	Emphasizes attachment to the organization, including its goals and values.
4	Jafri and Lhamo (2013)	Employee organizational commitment is one of the attitudes that can lead to high performance. Employees who are committed to their organization are more likely to be better off than employees who are less committed because they put more effort on behalf of the organization towards its success and strive to achieve its goals and mission.
5.	Farahani et al (2011)	describe organizational commitment as the psychological liking and devotion that employees have for their organization.
6	Fulford and Rothman, (2007); Mathieu and Zajac, (1990)	Organizational commitment can be considered as a bond or relationship between employees and the organization, because both employees and organizations benefit from employee commitment.
7.	Qureshi et al (2011)	Defines organizational commitment as the feeling of responsibility that employees have for the organization's mission.
8	Kreitner and Kinicki (2014)	Organizational commitment is the degree to which a person recognizes an organization and is committed to its goals. The organizational commitment model developed by Kreitner and Kinicki (2014), which explains that work attitudes are important, because people who are committed are expected to show a willingness to work harder to achieve organizational goals and have a greater desire to keep working in a company/organization. .

Matrix of Expert Opinions about Organizational Commitment

Furthermore, related to the needs of this research, the author focuses more on the opinion of Allen and Meyer (2009) which suggests three dimensions of organizational commitment, namely: (1) affective commitment, (2) normative commitment and (3) ongoing commitment.

Affective commitment, namely: Affective commitment related to the emotional relationship of members to the organization, identification with the organization, and the involvement of members with the activities of the organization. Organizational members with high affective commitment will continue to be members of the organization because they have the desire to do so. Normative commitment, namely: Normative commitment describes a feeling of attachment to continue to be in the organization. Organizational members with very high normative commitment will continue to be members of the organization because they feel they have to be in the organization and Continuous commitment, namely: Continuing commitment is related to the awareness of organizational members that if they leave the organization, they will experience losses. Organizational members with high continuance commitment will continue to be members

in their organization because they have needs. The organizational commitment model according to Allen and Meyer (2009) is as follows:



**Figure 1.** Organizational Commitment Model (Allen and Meyer 2009)

Furthermore, for research needs, dimensions and indicators the author refers to the theory developed by Allen and Meyer (2009), as listed in the following table.

**Table 2.** Dimensions and Indicators of Organizational Commitment for Research Needs

Variable	Dimensions	Indicators
: Allen and Meyer; 1993)	Affective Commitment	1 I will be very happy to spend the rest of my career in this organization.
		2 I am proud of the organization to others outside the organization
		3 I really feel as if the problems of the organization are my own.
		4 I think I will not easily become attached to other organizations as I am with this organization
		5 I feel part of the family in this organization.
		6 This organization means a lot to me.
		7 I feel emotionally attached to this organization.
		8 I have a strong sense of belonging to the organization.
	Normative Commitment	1 I think people are moving from one organization to another too often nowadays.
		2 I don't believe that a person should always be loyal to his or her organization
		3 Switching from one organization to another seems unethical to me.
		4 One of the main reasons for continuing to work for this organization is that I believe loyalty is important and therefore I feel that staying with the company is a moral obligation.
		5 If I received a better job offer in another organization, I would not feel that the offer was a good reason to leave my organization.
		6 I was taught to believe in the value of staying loyal to one organization.
		7 What is even better today is when people stay with one organization throughout their careers.
		8 I don't think that staying loyal to an organization is a wise move
	Continuing Commitment	1 I worry about what might happen if I quit my job without having another similar job
		2 I find it very hard to leave my current organization even if I want to

		3	My life will be disturbed if I decide to leave this organization
		4	I feel that it is economically disadvantageous to leave this organization
		5	Deciding to stay with this organization is both a necessity and a desire
		6	I have little choice in wanting to leave this organization
		7	I feel that I have no opportunity to leave the organization
		8	I feel the economic benefits are high. more so while being in this organization

## 2.2 Teacher

Teacher is a profession like any other profession that refers to workers, it cannot be done by just anyone who is not trained or prepared for it (Wahab and Umiarso, 2011: 117). Therefore, every individual who is given the authority, task, or trust to work in a particular educational organization is expected to be able to show satisfactory performance and make a maximum contribution to the achievement of the organization's goals. This means that the delegation of rights given to individuals is an obligation that is part of their duties to realize organizational goals, especially the goals of educational organizations (Wahab and Umiarso, 2011: 118).

From this explanation, it can be interpreted that teacher performance is the ability shown by the teacher in carrying out his duties or work. Performance is said to be good and satisfying if the goals achieved are in accordance with predetermined standards (Wahab and Umiarso, 2011: 118).

## III. Research Method

This research belongs to the type of survey research, namely research used on large and small populations, but the data studied are data from samples taken from that population, so that relative events, distributions and relationships between sociological variables are found. psychological (Sugiyono, 1999: 7). In the context of this research, a survey was conducted to see the condition and relationship of the variables studied, namely the teacher's organizational commitment variable as the single variable. The research location was conducted in a remote area of Tojo Una-Una Regency.

The population of this research is all SDN teachers who are left behind in remote areas as many as 396 teachers (250 PNS teachers and 146 Non PNS teachers). and the research sample was determined by purposive sampling, namely 200 people. The data analysis used in this research is quantitative descriptive analysis.

## IV. Results and Discussion

The results of the survey of organizational commitment variables towards SDN teachers in Tojo Una-Una Regency, especially remote areas, are as follows:

### 4.1 Dimensions of Affective Commitment

The job dimension is represented by 8 (eight) statements as indicators. Attributes the statement was carried out on elementary school teachers in remote areas in Tojo Una-Una Regency, the explanation of the statements in this dimension are as follows:

**Table 3. Dimensions of Affective Commitment**

No	Statement	(Mean)
1	I will be very happy to spend the rest of my career in this organization.	4.20
2	I am proud of the organization to others outside this organization	4.06
3	I really feel as if the problems of the organization are my own.	4.04
4	I think I will not easily become attached to other organizations as I am attached to this organization	<b>3.78</b>
5	I feel part of the family in this organization.	<b>4.48</b>
6	This organization means a lot to me.	4.42
7	I feel emotionally attached to this organization.	4,12
8	I have a strong sense of belonging to the organization.	4.44
<b>Mean dimension of work</b>		<b>4.19</b>

The first statement on the dimension of Affective Commitment, as shown in Table 3, for Statement 5 “I feel part of the family in this organization” respondents gave responses that agree with the highest score with an average of 4.48. Judging from the magnitude of the response value, which is above number 4, it shows that SDN teachers in remote areas in Tojo Una-Una Regency are part of the family in the organization.

Meanwhile, the third statement on the Affective Commitment dimension is about "I think I will not easily become attached to other organizations like I am bound to this organization". Produced the lowest answer with an average score of 3.78. When viewed from the magnitude of the response value, which is close to number 4, it shows that the respondents still agree with thinking that it will not be easy to become attached to other organizations.

However, overall on the job dimension the responses obtained from the respondents, namely by producing a value of 4.19; When viewed from the magnitude of the value of this response, it indicates that elementary school teachers in remote areas in Tojo Una-Una Regency have a fairly high commitment to their organization.

#### 4.2 Dimensions of Normative Commitment

The job dimension is represented by 8 (eight) statements as indicators. Attributes The statement was carried out on SDN teachers in remote areas in Tojo Una-Una Regency, the explanation of the statements in this dimension are as follows:

**Table 4. Dimensions of Normative Commitment**

No	Statement	(Mean)
1	I think now people are moving too often from one organization to another.	3.66
2	I do not believe that one should always be loyal to one's organization	4.36
3	Switching from one organization to another seems unethical to me.	<b>3.60</b>
4	One of the main reasons for continuing to work for this organization is that I believe loyalty is important and therefore I feel that staying with the company is a moral obligation.	4.05
5	If I received a better job offer in another organization, I would not feel that the offer was a good reason to leave my organization	3.70
6	I was taught to believe in the value of staying loyal to one organization.	4.31
7	What is even better today is when people stay with one organization throughout their careers.	<b>4.60</b>
8	I do not think that being an employee who remains loyal to an organization is a wise	4.32

action	
<b>Mean of job</b>	<b>4.07</b>

The first statement on the job dimension, as shown in Table 4, for Statement 7 “Which is better when this is when people stay with one organization throughout their careers”. respondents gave responses that agree with the highest score with an average of **4.60**. Judging from the magnitude of the response value, which is above number 4, it shows that elementary school teachers in remote areas in Tojo Una-Una Regency agree that the current implementation is better when people continue to work in one organization throughout their careers..

Meanwhile, the third statement on the work dimension is about “Moving from one organization to another seems unethical to me”. Produced the lowest answer with an average score of *3.60*. When viewed from the magnitude of the response value, which is close to number 4, it shows that the respondents still agree to move from one organization to another, it seems unethical.

However, overall on the job dimension the responses obtained from the respondents, namely by producing a value of 4.07; When viewed from the magnitude of the response value, this indicates that elementary school teachers in remote areas in Tojo Una-Una Regency have a high commitment to their organization.

### 4.3 Dimensions of Sustainability

The work dimension is represented by 8 (eight) statements as indicators. Attributes The statement was carried out on SDN teachers in remote areas in Tojo Una-Una Regency, the explanation of the statements in this dimension are as follows:

**Table 5.** Dimensions of Sustainable Commitment

No	Statement	(Mean)
1	I am worried about what might happen if quitting my job without having another similar job	3.91
2	I really have a hard time leaving my current organization even if I want to	<b>3.99</b>
3	My life will be disrupted if I decide to leave this organization	3.90
4	I feel economically disadvantaged if I leave this organization	3.73
5	Deciding to stay in this organization is both a necessity and a desire	3,62
6	I have little choice in wanting to leave this organization	3,67
7	I feel that I have no opportunity to leave the organization	<b>3,49</b>
8	I feel more economic benefits while in this organization	3, 76
<b>Mean of job</b>		<b>3.76</b>

The first statement on job dimension, as shown in Table 4.3., for Statement 2 “I really want to leave the current organization even though I want to”. respondents gave responses that agree with the highest score with an average of 3.99. Judging from the magnitude of the response value, which is above number 3, it shows that elementary school teachers in remote areas in Tojo Una-Una Regency are hesitant or indecisive about the statement that it is very difficult to leave the current organization.

Meanwhile, the third statement on the work dimension is about “I feel that I have no chance to leave the organization”. Produced the lowest answer with an average score of *3.49*. When viewed from the magnitude of the response value, which is close to number 3,



it shows that the respondents are still hesitant or indecisive about feeling that they have no opportunity to leave the organization.

However, overall on the job dimension the responses obtained from the respondents, namely by producing a value of 3.76; When viewed from the magnitude of the value of this response, it indicates that elementary school teachers in remote areas in Tojo Una-Una Regency have a fairly high commitment to their organization.

#### 4.4 Organizational Commitment of SDN Teachers in Remote Areas in Tojo Una-Una Regency

The perception of SDN teachers (respondents) in responding to overall organizational commitment is as shown in the following table:

**Table 6.** Level of organizational commitment of SDN teachers in remote areas in Tojo Una-Una Regency

DIMENSIONS	OF MEAN VALUE
Affective Commitment	4.19
Normative commitment	4.07
Continuing commitment	3.76
<b>Average variable organizational commitment</b>	<b>4.01</b>

By looking at the average response value of SDN teachers in remote areas of Tojo Una-Una Regency, it can be said as follows: The first dimension is Affective commitment shows the highest value, which is 4.19; compared to the other three dimensions, while the lowest value is the dimension of sustainable commitment, which is 3.76 on average. However, overall the respondents' assessment of their organizational commitment gave the results that they were quite committed to their organization because the average value given was 4.01.

Descriptive analysis of the organizational commitment variable of SDN teachers in remote areas of Tojo Una-Una Regency will be carried out based on (three) dimensions, namely affective commitment, normative commitment, and ongoing commitment which refers to the theory developed by Allen and Meyer (2009).

a. The dominant form of teacher commitment in the organization found in SDN in remote areas in Tojo Una-Una Regency is affective commitment. Affective Commitment occurs when the teacher wants to be part of the organization because of the emotional bond, identification with the organization, and the involvement of members with activities in the organization.

The next commitment is normative commitment. Normative Commitment arises from the values in employees. Employees remain members of the organization because of the awareness that commitment to the organization is something that should be done. Organizational members with high normative commitment will continue to be members of the organization because they feel they have to be in the organization (Sopiah, 2008: 157).

The last commitment is continual commitment. Continuance Commitment, namely the awareness that members of the organization will experience losses if they leave the organization. Organizational members with high continuance commitment will continue to be members of the organization because they have a need to become members of the organization. For example, employees/teachers stay in an organization because they need a salary and other benefits, or because the employee/teacher cannot find another job (Sopiah, 2008: 157).

#### b. Strategies to Increase Commitment

Based on the results of the assessment above, the proposed strategy to increase the commitment of SDN teachers in remote areas of Tojo Una-Una Regency is as follows:

A key aspect of the principal's role as leadership in education is to empower teachers to provide maximum opportunities to develop commitment within the organization. school. Stenley Spanbauer (in Rohiat, 2010: 37-38) there are several ways to empower teachers, including implementing systematic and continuous communication between everyone involved in the school.

In order to carry out their roles and functions as managers, school principals need to have the right strategy to empower education personnel through competition that results in cooperation, provide opportunities for educational staff to improve their profession, and encourage the involvement of all education personnel in various activities that support school programs. The principal has the right strategy to motivate education staff in carrying out various tasks and functions. This motivation can be grown through the arrangement of the physical environment, work atmosphere, discipline, encouragement, rewards effectively and the provision of various learning resources.

The principal's personality as a leader will be reflected in his honest, confident, responsible, willing to take risks and decisions, big hearted, stable emotions, and role models. According to Hackett & Guinon, teachers/employees who have high organizational commitment will have an impact on these teachers/employees, namely being more satisfied with their work and decreasing absenteeism. Meanwhile, according to Carsten and Spector, the impact that arises is that the teacher/employee will remain in the organization (Sopiah, 2008: 166).

### V. Conclusion

Based on the survey that has been conducted, the following conclusions can be drawn:

1. The results of this study indicate that the dominant commitment of primary school teachers in remote areas of Tojo Una-Una Regency is affective commitment, followed by normative commitment and continuous commitment.
2. Strategies in building teacher commitment in the organization, including establishing good relationships with all teachers, staff or employees and guardians of students, cooperating with deliberation, dividing tasks according to teacher expertise, always reminding the vision, mission, goals of SDN, discipline, professionalism, loyalty, and teacher responsibilities during meetings, giving motivation and attention to all elements of the madrasa, democratic and objective, setting an example for teachers through behavior instead of words, and implementing a system of rewards and punishments.

### Suggestions

There are several things that are usually done to get organizational commitment:

1. Build good relationships between teachers and principals as superiors.  
Teachers make work more meaningful by understanding the school's vision and mission and participating in its realization. This can be done by volunteering to work for the organization, or as simple as getting a clear picture of the benefits of participating in the school.

2. Contribute to school development.

When teachers see something that can be done to increase work productivity there is a functional organization, say it at a meeting, or talk directly to the administrator in charge. Involvement in school development will make you a contributor to the school.

3. Targets *self-improvement*

Teachers think about how they can add learning and skills to the work they do and bring satisfaction. This could be by improving computer skills, learning technical skills related to the job, improving writing skills, or becoming more organized and efficient.

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