



The Relationship of Leadership Style, Stress and Work Motivation with Organizational Commitment of Teachers of Special Needs Children in Special Schools Jambi Province

Ridwan

UIN Sulthan Thaha Saifuddin Jambi

iwan.jumbe@gmail.com

Mukhtar Latif

UIN Sulthan Thaha Saifuddin Jambi

mukhtar@uinjambi.ac.id

Risnita

UIN Sulthan Thaha Saifuddin Jambi

risnita@uinjambi.ac.id

Received: 09-10-2023 Reviewed: 09-10-2023 Accepted: 15-10-2023

Abstract

This research aims to examine the relationship between leadership style, stress and work motivation with the organizational commitment of teachers of children with special needs in special schools, both partially and simultaneously. This research is quantitative research using a survey method carried out at State Special Schools in Jambi Province. The population is 106 people and the sample uses random sampling. The hypothesis in this research is: leadership, stress, work motivation and organizational commitment of teachers of children with special needs have a significant relationship, both partially and simultaneously, to Teacher Organizational Commitment. Hypothesis testing uses *Pearson Product Moment* Correlation technique analysis and multiple regression, with an alpha significance level of 5 percent ($\alpha=0.05$). This research produced findings in detail, there is a direct relationship between leadership style (X_1), stress (X_2), and work motivation (X_3) with organizational commitment Teacher of Children with Special Needs. Based on the results of analytical calculations, the calculated t value was obtained (29.065). $> t_{table}$ (2.68), so H_0 is rejected and H_1 is accepted. Leadership style, stress and work motivation have a significant relationship with the organizational commitment of teachers of children with special needs. Based on the research findings, it can be concluded that the variables of leadership style, stress and work motivation make a significant contribution to the organizational commitment of teachers of children with special needs.

Keywords: Leadership Style, Stress, Work Motivation, Organizational Commitment

Introduction

Education is the most important aspect in human life, because through education it is able to bring out good behavior in individuals (Iskandar, 2019; Kuswanto, 2015; Spalding & Vegas, 2002). Education has a main process, namely educating and being educated (Fathurrochman et al., 2021; Orland-barak & Yinon, 2007; Paetsch et al., 2023). Educating at the formal teaching level is carried out by educators or teachers and in the learning process

The Relationship Leadership Style, Stress and Work Motivation with Organizational Commitment of Teachers of Children with Special Needs in Special Schools in Jambi Province - Ridwan, Mukhtar Latif, Risnita

they have three roles, namely as teacher, guide and class administrator. (Huang, 2014; Mullins, 2010; Saleh et al., 202).

Academically, education has several goals. First, optimizing students' cognitive, affective and psychomotor potential. Second, passing on cultural values from generation to generation to prevent as much as possible children from being uprooted from the roots of culture and national and state life. Third, develop a culture of student adaptability to face future situations that continue to change in line with advances in science and technology. Fourth, increase and develop students' moral responsibility (Kodrat, 2021; Sibagariang et al., 2021; Syafaruddin, 2003).

To achieve the intended educational goals, a continuous teaching process is needed so that the educational process does not stop midway. Teaching itself is an activity (process) of teaching and learning (Banihashem et al., 2023; Gondwe & Longnecker, 2015; Moghavvemi et al., 2018). In it there are two subjects, namely teachers and students. The duties and responsibilities of a teacher are to manage teaching more effectively, dynamically, efficiently and positively, which is characterized by awareness and active involvement between the two teaching subjects; The teacher is the initial initiator and guide, while the students are those who experience and are actively involved in achieving self-change in teaching (Darmadi, 2015; Kim, 2013; Kurniawan, 2019).

According to (Syafaruddin, 2003), there are several duties and responsibilities of teachers which are the basis for developing their profession, including: (1) Teachers serve as teachers, (2) Teachers serve as mentors, (3) Teachers serve as class administrators, (4) Teachers are tasked with being curriculum developers, (5) Teachers are tasked with developing the profession, (6) Teachers are tasked with building relationships with the community.

In bridging the inheritance of values from generation to next generation, teachers play a role as transmitters in the transfer to generations. Allah SWT says:

وَقُلْ اَعْمَلُوا فَسَيَرَى اللهُ عَمَلَكُمْ وَرَسُولُهُ وَالْمُؤْمِنُونَ وَسَتُرَدُّونَ اِلَىٰ عِلْمِ الْغَيْبِ وَالشَّهَادَةِ فَيُنَبِّئُكُمْ
بِمَا كُنْتُمْ تَعْمَلُونَ

Meaning: Say (Prophet Muhammad), "Work! Then, Allah, His Messenger, and the believers will see your work. You will be returned to (the Substance) who knows the unseen and the real. Then He will tell you what you have been doing." (QS Attaubah: 105) (DAR Indonesia, 2015).

The verse above explains that everyone must work optimally. Every job will of course receive supervision from other people, so it must be done correctly. Buya Hamka in Tafsir Al-Azhar explains that: "Don't stop, but continue doing good deeds. Because the value of life is determined by quality practices. So no believer should have free time from charity" (Ridwan, 2018).

The organizational form of professional task holders is quite varied in terms of the degree of closeness and attachment with/and between its members. (Isroani & Nguyen, 2023; Nurzannah et al., 2019; Robbins, 2010). In the field of education, various organizational forms can be determined, one of which is the Indonesian Teachers Association (PGRI). The PGRI organization has now reached seventy-six years of age. This age is a mature age for professional

organizations to supervise, protect and fight for teachers to improve the quality of education (TC Indonesia, 2021).

Teachers are encouraged to be able to take advantage of these super fast changes in technology and information to improve the quality of the learning process in schools so that they are able to produce graduates with global competence. (Nasrullah et al., 2022; Sulistyaningrum et al., 2020). Even though information technology is developing very quickly and sources of information are very easy to find, the role of the teacher will not be replaced by advances in technology, the teacher's task as an educator in instilling values and character related to integrity and personality is something that cannot be replaced by technology, in fact the role of the teacher It is highly demanded in order to equip the young generation in the future by teachers always instilling character in the young generation in the future so that they are not eroded by advances in technology. (Chodzirin, 2016; Vieira & Pedro, 2023).

Organizational commitment is a person's attitude or form of behavior towards an organization in the form of loyalty and achievement of the organization's vision, mission, values and goals. A person is said to have a high commitment to the organization, which can be recognized by characteristics including strong belief in and acceptance of the goals and values of the organization, a strong willingness to work for the organization and a strong desire to remain a member of the organization. Organizational commitment itself is a person's attitude or form of behavior towards the organization in the form of loyalty and achievement of the organization's vision, mission, values and goals (Tichy et al., 1982).

Meanwhile, the competent leadership style of the school principal directs the administration and teachers of school subjects to improve their teaching competence, so that teachers experience problems in the learning process due to the many obstacles they face, including a lack of interest in developing their own potential, especially teachers' lack of enthusiasm in carrying out the learning process. well characterized by laziness in seeking additional literacy skills related to learning materials. Any teacher who can develop his or her potential will be able to follow the flow of globalization, in this case the teacher can be said to be professional. (Isnaini, 2016; Zahari MS et al., 2020).

Organizations must focus on maintaining administration as determining the type of specialization and hierarchy that is able to optimize organizational efficiency. One of the organizations operating in the education sector is schools. Starting from the most basic to intermediate levels, students are taught and taught to gain knowledge without knowing or discriminating against the students' conditions. Including children with special needs who have the same opportunity to obtain education. One school that provides this sense of justice is the Special School.

Of course, it is not easy for teachers to teach children in Special Schools (SLB). with all the problems and levels of disturbance in the children they teach. Children with special needs also require special treatment, therefore teachers who teach must have professional skills in handling children with special needs. To record children's disabilities is very important for countries to be able to develop evidence-based policies to monitor implementation of the Convention on the Rights of Persons with Disabilities (CRPD) and to measure progress in achieving national targets, as well as to consider existing challenges. still unresolved.

WHO has a long tradition of supporting countries to collect valid and reliable disability data. Since the beginning of the 21st century, WHO has achieved several important

The Relationship Leadership Style, Stress and Work Motivation with Organizational Commitment of Teachers of Children with Special Needs in Special Schools in Jambi Province - Ridwan, Mukhtar Latif, Risnita

achievements in disability data collection. This began with the Multi-Country Survey Study in 2000, which measured health in a systematic, standardized, and cross-nationally comparable way. WHO's consistent efforts to collect data on disabilities have resulted in the Model Disability Survey in 2012, which provides detailed and diverse information about the lives of people with disabilities. (Lee et al., 2022).

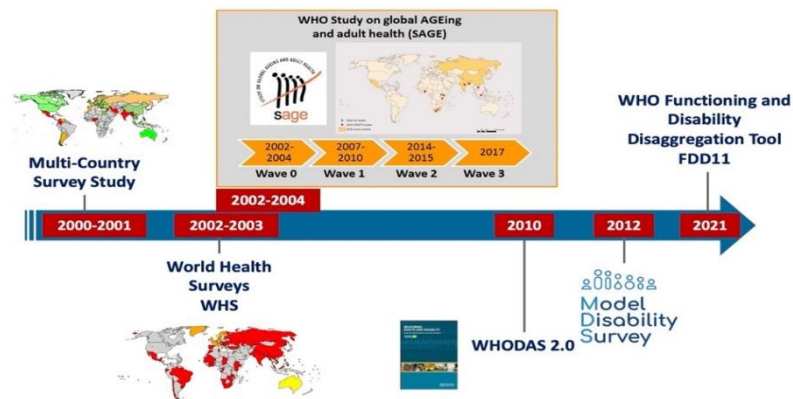


Figure 1. World disability data (WHO, 2022).

Indonesia is in a different situation. According to statistical data published by the Coordinating Ministry for Human Development and Culture in June 2022, the disability range for children aged 5-19 years is 3.3%. Meanwhile, the population at that age (2021) is 66.6 million people (Taruk Allo, 2022). Meanwhile, in this research, Jambi province still tends to be low with 7051 people with disabilities in total (Latif, 2020). This is the teacher's task in dealing with children with special needs who are attending school, especially in special schools, which is not an easy matter for a teacher, it requires patience and sufficient knowledge to understand their world. Difficult conditions can cause stressful situations for a teacher and of course this can also be related to work motivation for a teacher, where work motivation is something that can create enthusiasm or work encouragement for someone, which of course can also have an impact on their commitment to work. carrying out duties as a teacher.

The complexity of the data above must be examined further in the context of how improving the quality of teachers or teachers absolutely must receive attention from all parties. Efforts to improve the quality of work require various methods: compensation, level of education, environmental conditions and infrastructure, responsibility, and experience in teaching children with disabilities. The principal's leadership style is a tool to increase the motivation of each school *stakeholder* in moving and advancing schools with special needs. If a school principal has good competence, he can create a structural concept that is in accordance with his own desired concept, which is why school principals must improve the organizational commitment of teachers in teaching children with disabilities.

Literature review

The literature review in this study refers to research (Elsha, 2022). This study aims to determine: (1) the direct effect of leadership on commitment to online learning, (2) the direct effect of work stress on commitment to online learning and (3) the direct effect of leadership on work stress on online learning. This research uses quantitative approach survey method and

path analysis technique. Respondents in this study were public SLB teachers in North Jakarta with a sample of 67 selected through random sampling technique. The results showed that: (1) Leadership has a direct positive effect on commitment to online learning, (2) Job Stress has a direct positive effect on commitment to online learning and (3) Leadership has a direct positive effect on job stress in online learning.

Research method

This research is quantitative research using a survey method carried out at State Special Schools in Jambi Province (Sugiyono, 2019). The population is 1 06 people and the sample uses random sampling. The hypothesis in this research is: leadership, stress, work motivation and organizational commitment of teachers of children with special needs have a significant relationship, both partially and simultaneously, to Teacher Organizational Commitment. Hypothesis testing uses *Pearson Product Moment* Correlation technique analysis and multiple regression, with an alpha significance level of 5 percent ($\alpha=0.05$).

Results and Discussion

The relationship between leadership style (X1), stress (X2), and work motivation (X3) with teacher organizational commitment (Y)

The hypothesis that will be tested in this research is the relationship between leadership style (X1), stress (X2), and work motivation (X3) simultaneously with organizational commitment (Y). This hypothesis uses the F test in calculating the significance test because the relationship will be seen simultaneously.

The formula used in the fourth hypothesis simultaneously is:

$$R_{y123} = \sqrt{\frac{b_1 \Sigma X_1 Y + b_2 \Sigma X_2 Y + b_3 \Sigma X_3 Y}{\Sigma Y^2}}$$

Hypothesis testing criteria are:

Ho : $r_{x_{123}y} = 0$ (H o is accepted, Ha is rejected)

H a : $r_{x_{123}y} \neq 0$ (H o rejected, Ha a accepted)

The steps taken in testing the fourth hypothesis are:

Table 1. Multiple Regression Calculations

	Σ		Σ
N	106		
X ₁	16485	X ₁ ²	2575435
X ₂	15560	X ₂ ²	2294392
X ₃	15115	X ₃ ²	2166751
Y	15386	Y ²	2249084
X ₁ Y	2400912		
X ₂ Y	2264189		
X ₃ Y	2201899		
X ₁ X ₂	2422161		

The Relationship Leadership Style, Stress and Work Motivation with Organizational Commitment of Teachers of Children with Special Needs in Special Schools in Jambi Province - Ridwan, Mukhtar Latif, Risnita

$X_1 X_3$	2361953		
$X_2 X_3$	2221185		

1) Calculate the deviation score of the descriptive measure

$$\sum X_1^2 = \sum X_1^2 - \frac{(\sum X_1)^2}{n} = 2575435 - \frac{(16485)^2}{106} = 11707.4623$$

$$\sum X_2^2 = \sum X_2^2 - \frac{(\sum X_2)^2}{n} = 2294392 - \frac{(15560)^2}{106} = 10301.4340$$

$$\sum X_3^2 = \sum X_3^2 - \frac{(\sum X_3)^2}{n} = 2166751 - \frac{(15115)^2}{106} = 11437.5566$$

$$\sum Y^2 = \sum Y^2 - \frac{(\sum Y)^2}{n} = 2249084 - \frac{(15386)^2}{106} = 15791.5849$$

$$\sum X_1 Y = \sum X_1 Y - \frac{(\sum X_1)(\sum Y)}{n} = 2400912 - \frac{(16485)(15386)}{106} = 8098.6981$$

$$\sum X_2 Y = \sum X_2 Y - \frac{(\sum X_2)(\sum Y)}{n} = 2264189 - \frac{(15560)(15386)}{106} = 56403208$$

$$\sum X_3 Y = \sum X_3 Y - \frac{(\sum X_3)(\sum Y)}{n} = 2201899 - \frac{(15115)(15386)}{106} = 7942.4906$$

$$\sum X_1 X_2 = \sum X_1 X_2 - \frac{(\sum X_1)(X_2)}{n} = 2422161 - \frac{(16485)(15560)}{106} = 2287.4151$$

$$\sum X_1 X_3 = \sum X_1 X_3 - \frac{(\sum X_1)(X_3)}{n} = 2361953 - \frac{(16485)(15115)}{106} = 11285.3113$$

$$\sum X_2 X_3 = \sum X_2 X_3 - \frac{(\sum X_2)(X_3)}{n} = 2221185 - \frac{(15560)(15115)}{106} = 2417.0755$$

2) Find the coefficients and constant values of b_1 , b_2 , b_3 and a with the following equation:

a) Plug in the results of the above calculations into the equation below:

$$\sum X_1 Y = b_1 \sum X_1^2 + b_2 \sum X_1 X_2 + b_3 \sum X_1 X_3$$

$$\sum X_2 Y = b_1 \sum X_1 X_2 + b_2 \sum X_2^2 + b_3 \sum X_2 X_3$$

$$\sum X_3 Y = b_1 \sum X_1 X_3 + b_2 \sum X_2 X_3 + b_3 \sum X_3^2$$

So the calculation becomes:

$$8098.6981 = b_1 \ 11706.4623 + b_2 \ 2287.4151 + b_3 \ 11285.3113$$

$$5640.3208 = b_1 \ 2287.4151 + b_2 \ 10301.4340 + b_3 \ 2417.0755$$

$$7942.4906 = b_1 \ 11285.3113 + b_2 \ 2417.0755 + b_3 \ 11437.5566$$

b) The three equations above are divided by the value contained in b_3 (equation 1 divided by 11624.9652 ; equation 2 divided by 2332.1391 ; equation 3 divided by 11880.6435.

So the equation becomes:

$$0.7176 = b_1 \ 1.0373 + b_2 \ 0.2027 + b_3 \ \dots 4$$

$$2.3335 = b_1 \ 0.9464 + b_2 \ 4.2619 + b_3 \ \dots 5$$

$$0.6944 = b_1 \quad 0.9867 + b_2 \quad 0.2113 + b_3 \quad \dots 6$$

c) Equation 4 minus equation 5 and equation 5 minus equation 6. Then we get:

$$-1.6159 = \quad \quad \quad 0.0910 \quad b_1 \quad + \quad \quad \quad -4.0593 \quad b_2$$

$$1.6391 = \quad \quad \quad -0.0403 \quad b_1 \quad + \quad \quad \quad 4.0506 \quad b_2$$

d) The calculation results of equations 7 and 8 are divided by the b value 2 (equation 7 divided by (-3.9438); and equation 8 divided by 3.9275). So we get:

$$0.3981 = -0.0224 \quad b_1 + b_2 \dots\dots\dots 9$$

$$0.4047 = -0.0100 \quad b_1 + b_2 \dots\dots\dots 10$$

e) The value of the constant b 1 can be found using equation 9 minus equation 10. Then we get:

$$-0.0066 = -0.0125 \quad b_1$$

$$b_1 = 0.5284$$

f) The constant value b 2 can be found by entering the value b 1 in equation 10. Then we get:

$$0.4047 = \quad \quad \quad -0.0100 \quad b_1 \quad + \quad \quad \quad b_2$$

$$0.4047 = \quad \quad \quad -0.0100 \quad 0.5284 \quad + \quad \quad \quad b_2$$

$$0.4047 = \quad \quad \quad -0.0053 \quad + \quad \quad \quad b_2$$

$$b_2 = \quad \quad \quad 0.4099$$

g) The constant value b 3 can be found by entering the values b 1 and b 2 in equation 6. Then we get:

$$0.6944 = \quad b_1 \quad \quad \quad 0.9867 \quad + \quad \quad b_2 \quad \quad \quad 0.2113 \quad + \quad \quad b_3$$

$$0.6944 = \quad \quad 0.5284 \quad 0.9867 \quad + \quad \quad 0.4099 \quad 0.2113 \quad + \quad \quad b_3$$

$$0.6944 = \quad \quad 0.5213 \quad + \quad \quad 0.0866 \quad + \quad \quad b_3$$

$$0.6944 = \quad \quad 0.6080 \quad + \quad \quad b_3$$

$$b_3 = \quad \quad \quad 0.0865$$

3) Calculating the coefficient of determination from the multiple correlation coefficient

$$R_{yX_1X_2X_3} = \sqrt{\frac{b_1 \Sigma X_1 Y + b_2 \Sigma X_2 Y + b_3 \Sigma X_3 Y}{\Sigma Y^2}}$$

$$R_{yX_1X_2X_3} = \sqrt{\frac{(0,5284)(8098.6981) + (0.4099)(5640.3208) + (0.0865)(7942.4906)}{15791.5849}}$$

$$R_{yX_1X_2X_3} = \sqrt{\frac{7277.8683}{15791.5849}}$$

$$R_{yX_1X_2X_3} = \sqrt{0,4609} = 0,6789$$

Double determination coefficient with 3 independent variables, namely:

$$R^2 = (0,6789)^2$$

$$R^2 = 0,4609$$

4) Testing the significance of the multiple correlation coefficient with 3 predictors.

The Relationship Leadership Style, Stress and Work Motivation with Organizational Commitment of Teachers of Children with Special Needs in Special Schools in Jambi Province - Ridwan, Mukhtar Latif, Risnita

The hypotheses to be tested are:

$$H_0 : r_{x_{123}y} = 0$$

$$H_a : r_{x_{123}y} \neq 0$$

To test this hypothesis, use the F test with criteria, namely:

If $F_{hitung} < F_{tabel}$, H_0 is accepted

If $F_{hitung} > F_{tabel}$, H_0 is rejected

Steps to find the value F_{hitung} for the multiple correlation coefficient significance test, namely:

$$F_{hitung} = \frac{R^2(N - k - 1)}{k(1 - R^2)}$$

$$F_{hitung} = \frac{0,4609(106 - 3 - 1)}{3(1 - 0,4609)} = 29,065$$

The results of the manual calculations above have been summarized in the following table:

Table 2. Multiple Correlation Coefficient Values

Correlation coefficient $r_{yX_1X_2X_3}$	R^2	F_{hitung}	F_{tabel}	Conclusion
			0.05	
0.678	0.4609	29,065	2.68	Have a Relationship
Significance: $F_{hitung} > F_{tabel}$				

Based on the calculation results above, it is obtained F_{hitung} that it is 29,065 and F_{tabel} is 2.68 at the significance level $\alpha = 0.05$. These results show that the value $F_{hitung} > F_{tabel}$ is $29,065 > 2.68$. So it can be concluded that H_a is accepted and H_0 is rejected. This could mean that there is a relationship between leadership style, stress and work motivation together on organizational commitment. Therefore, the better the leadership style, stress and work motivation, the more organizational commitment will increase. Thus the fourth hypothesis can be accepted.

The calculation results of the multiple correlation coefficient, coefficient of determination, and simultaneous test have the same value as the calculation results processed using SPSS 25.0. These results are described in the following table:

Table 3. Results of Multiple Correlation Coefficients and Determination Coefficients X_1, X_2, X_3 with Y Using SPSS 25.0

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	0.678 ^a	0.460	0.446	9.13275	0.460	29,201	3	102	0,000

a. Predictors: (Constant), Work motivation, Leadership style, Leadership style

The results of testing the multiple correlation coefficient using SPSS 25.00 obtained the same value as the manual calculation results, namely by looking at the R value = 0.678, and

the F Change Significance value of 0.000, if the sig value. $F \text{ change} < 0.05$, then it can be stated that there is a relationship between the calculated variables.

The magnitude of the contribution of leadership style, stress and work motivation together with organizational commitment to organizational commitment can be seen from the value of the coefficient of determination (R^2). The coefficient of determination is $= 0.460 \times 100\% = 46\%$. So it can be seen that leadership style, stress and work motivation together contribute to organizational commitment by 46% while the remaining 54% is related to other factors.

Conclusion

Based on the results of calculations and analysis of research results, the main conclusion of this research is that leadership style, stress and work motivation have a significant relationship with organizational commitment. Teacher of Children with Special Needs at a Special School in Jambi Province. In detail, this research concludes, namely: There is a direct relationship between leadership style (X_1), stress (X_2), and work motivation (X_3) with organizational commitment Teacher of Children with Special Needs. Based on the results of analytical calculations, the calculated t value was obtained (29.065) $> t_{\text{table}} (2.68)$, so H_0 is rejected and H_1 is accepted. This means that leadership style, stress and work motivation provide a significant relationship with organizational commitment Teacher of Children with Special Needs.

References

- Banihashem, S. K., Noroozi, O., den Brok, P., Biemans, H. J. A., & Kerman, N. T. (2023). Modeling teachers' and students' attitudes, emotions, and perceptions in blended education: Towards post-pandemic education. *International Journal of Management Education*, 21(2), 100803. <https://doi.org/10.1016/j.ijme.2023.100803>
- Chodzirin, M. (2016). Pemanfaatan Information and Communication Technology bagi Pengembangan Guru Madrasah Sub Urban. *Dimas: Jurnal Pemikiran Agama Untuk Pemberdayaan*, 16(2), 309. <https://doi.org/10.21580/dms.2016.162.1095>
- Darmadi, H. (2015). Tugas, Peran, Kompetensi, Dan Tanggung Jawab Menjadi Guru Profesional. *Jurnal Edukasi*, 13(2), 161–174.
- Elsha, S. (2022). Pengaruh Kepemimpinan Kepala Sekolah dan Stress Kerja Terhadap Komitmen Guru Dalam Pembelajaran Daring SLBN Jakarta Utara. *Jurnal Pendidikan Dasar Setiabudhi*, 15(2), 1–23. <https://stkipsetiabudhi.e-journal.id/jpds/article/view/126>
- Fathurrochman, I., Danim, S., Anwar AB, S., Kurniah, N., & Hajja Ristianti, D. (2021). Theoretical Review of the Implementation Islamic Boarding School Curriculum Management in Indonesia. *International Journal of Education Research and Development*, 1(1), 1–15. <https://doi.org/10.52760/ijerd.v1i1.2>
- Gondwe, M., & Longnecker, N. (2015). Scientific and Cultural Knowledge in Intercultural Science Education: Student Perceptions of Common Ground. *Research in Science Education*, 45(1), 117–147. <https://doi.org/10.1007/s11165-014-9416-z>
- Huang, L. Y. (2014). Learning to read with the whole language approach: The teacher's view. *English Language Teaching*, 7(5), 71–77. <https://doi.org/10.5539/elt.v7n5p71>

The Relationship Leadership Style, Stress and Work Motivation with Organizational Commitment of Teachers of Children with Special Needs in Special Schools in Jambi Province - Ridwan, Mukhtar Latif, Risnita

- Indonesia, D. A. R. (2015). *Al-Quran Terjemahan*. CV Darus Sunnah.
- Indonesia, T. C. (2021). *Sejarah Berdirinya PGRI, Kebangkitan Para Guru di Indonesia*. CNN Indonesia. <https://www.cnnindonesia.com/nasional/20210614164509-31-654184/sejarah-berdirinya-pgri-kebangkitan-para-guru-di-indonesia>
- Iskandar, W. (2019). Kemampuan Guru Dalam Berkomunikasi Terhadap Peningkatkan Minat Belajar Siswa di SDIT Ummi Darussalam Bandar Setia. *AR-RIAYAH: Jurnal Pendidikan Dasar*, 3(2), 135. <https://doi.org/10.29240/jpd.v3i2.1126>
- Isnaini, L. (2016). *Pengaruh gaya kepemimpinan dan budaya organisasi terhadap kinerja pegawai melalui motivasi kerja, studi pada kantor badan diklat daerah provinsi jambi*. Universitas Terbuka.
- Isroani, M. H. M. F., & Nguyen, V. C. (2023). Lembaran Ilmu Kependidikan Development of Prophetic Education Curriculum Management in Student Boarding Schools. *Lembaran Ilmu Kependidikan*, 52(1), 1–8. <https://doi.org/https://doi.org/10.15294/lik.v52i1.43822>
- Kim, M. (2013). Cultivating teachers' morality: The pedagogy of emotional rationality. *Australian Journal of Teacher Education*, 38(1), 12–26. <https://doi.org/10.14221/ajte.2013v38n1.2>
- Kodrat, D. (2021). Industrial Mindset of Education in Merdeka Belajar Kampus Merdeka (MBKM). *Jurnal Kajian Peradaban Islam*, 4(1), 9–14. <https://doi.org/10.47076/jkpi.v4i1.60>
- Kurniawan, S. (2019). Tantangan Abad 21 bagi Madrasah di Indonesia. *Intizar*, 25(1), 55–68. <https://doi.org/10.19109/intizar.v25i1.3242>
- Kuswanto, E. (2015). Peranan Guru PAI dalam Pendidikan Akhlak di Sekolah. *MUDARRISA: Journal of Islamic Education*, 6(2), 194. <https://doi.org/10.18326/mdr.v6i2.764>
- Latif, M. B. (2020). *Sensus Penduduk September 2020*. Badan Pusat Statistik. <https://banjarkab.bps.go.id/news/2020/09/15/315/sensus-penduduk-september-2020.html>
- Lee, L., Kamenov, K., Fellinghauer, C., Sabariego, C., Chatterji, S., & Cieza, A. (2022). WHO Functioning and Disability Disaggregation (FDD11) tool: a reliable approach for disaggregating data by disability. *Archives of Public Health*, 80(1), 1–12. <https://doi.org/10.1186/s13690-022-01001-2>
- Moghavvemi, S., Sulaiman, A., & Jaafar, N. I. (2018). The International Journal of Management Education Social media as a complementary learning tool for teaching and learning: The case of youtube A The International Journal of Social media as a complementary learning tool for teaching and learning: The ca. *The International Journal of Management Education*, 16(1), 37–42. <https://doi.org/10.1016/j.ijme.2017.12.001>
- Mullins, L. J. (2010). *Management & Organisational Behaviour*. Ninth Edition Prentice Hall.
- Nasrullah, Y. M., Wakila, Y. F., & Surachman, Y. T. L. (2022). Peran Literasi Teknologi Informasi Dan Komunikasi Pada Program Kuliah Kerja Nyata Di Masa Pandemi Covid-19. *Jurnal Pengabdian Masyarakat*, 01(01), 7–19.
- Nurzannah, Ginting, N., & Setiawan, H. R. (2019). Implementation Of Integrated Quality Management In The Islamic Education System. *Proceeding International Seminar on*

- Islamic Studies*, 1(1), 1–9.
- Orland-barak, L., & Yinon, H. (2007). When theory meets practice : What student teachers learn from guided reflection on their own classroom discourse. *Teaching and Teacher Education*, 23, 957–969. <https://doi.org/10.1016/j.tate.2006.06.005>
- Paetsch, J., Franz, S., & Wolter, I. (2023). Changes in early career teachers' technology use for teaching: The roles of teacher self-efficacy, ICT literacy, and experience during COVID-19 school closure. *Teaching and Teacher Education*, 135(August), 104318. <https://doi.org/10.1016/j.tate.2023.104318>
- Ridwan, M. (2018). Konsep Tarbiyah, Ta'lim Dan Ta'dib Dalam Al-Qur'an. *Nazhruna: Jurnal Pendidikan Islam*, 1(1), 26–44. <https://doi.org/10.31538/nazhruna.v1i1.97>
- Robbins, S. P. (2010). *Fundamentals of Human Resource Management, Tenth Edition*. John Wiley & Sons.
- Saleh, H. A., Shaker, E. G., & Author, C. (2021). *Examining the Relationship between Teachers ' Perception and their Receptivity of Curriculum Integration at American Schools in Dubai , UAE*. 2(1).
- Sibagariang, D., Sihotang, H., & Murniarti, E. (2021). Peran Guru Penggerak Dalam Pendidikan Merdeka Belajar Di Indonesia. *Jurnal Dinamika Pendidikan*, 14(2), 88–99. <https://doi.org/https://doi.org/10.51212/jdp.v14i2.53> PERAN
- Spalding, E., & Vegas, L. (2002). Demystifying Reflection : A Study of Pedagogical Strategies That Encourage Reflective Journal Writing. *Teachers College Record*, 104(7). <https://doi.org/10.1111/1467-9620.00208>
- Sugiyono. (2019). *Metode Penelitian Pendidikan (Kuantitatif, Kualitatif, Kombinasi, R&D dan Penelitian Pendidikan)*. Alfabeta.
- Sulistyaningrum, D., Ridlo, R., & Hakim, A. (2020). Pendampingan Pembelajaran Siswa Melalui Teknologi Informasi Selama Pandemi Covid-19 : Studi Kasus KKN Tematik Covid-19 Mentoring Student Learning Through Technology Information During Pandemic Covid-19 : Case Studies Thematic KKN of Covid-19. *ANDASIH Jurnal Pengabdian Kepada Masyarakat*, 1(2).
- Syafaruddin. (2003). *Manajemen Mutu Terpadu Dalam Pendidikan Indonesia*. Grasindo.
- Taruk Allo, E. A. (2022). Penyandang Disabilitas di Indonesia. *Nusantara: Jurnal Ilmu Pengetahuan Sosial*, 9, 127–142.
- Tichy, N. M., Fombrun, C. J., & DeVanna, M. . (1982). Strategic human resource management. *Sloan Management Review*, 23, 47–61.
- Vieira, C. R., & Pedro, N. (2023). Weaknesses of ICT integration in the initial teacher education curriculum. *Computers and Education Open*, 5(October 2022), 100150. <https://doi.org/10.1016/j.caeo.2023.100150>
- WHO. (2022). *Strengthening the collection of data on disability*. World Health Organization. <https://www.who.int/health-topics/disability/collection-of-data-on-disability>
- Zahari MS, M., Yamali, F. R., & Irfani, A. (2020). Pengaruh Gaya Kepemimpinan Kepemimpinan dan Penempatan Pegawai Terhadap Motivasi Kerja Serta Dampaknya Pada Kinerja Pegawai di Biro Umum Setda Provinsi Jambi. *J-MAS (Jurnal Manajemen Dan Sains)*, 5(2), 276. <https://doi.org/10.33087/jmas.v5i2.195>