

**TEACHERS' PERCEPTIONS TOWARD CURRICULUM CHANGES. A
CASE STUDY ON THE ENGLISH TEACHERS OF SMK 1 LINGSAR**



ARTICLE

*Submitted as a Partial Fulfillment of the Requirements for Bachelor Degree in English
Department Faculty of Teacher Training and Education University of Mataram*

By:

I Wayan Juliantara
NIM: E1D 111 055

**ENGLISH EDUCATION PROGRAM
LANGUAGE AND ART DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MATARAM
2016**



KEMENTERIAN RISET, TEKNOLOGI DAN PENDIDIKAN
TINGGI
UNIVERSITAS MATARAM
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
JURUSAN BAHASA DAN SENI
Jl. Majapahit No. 162, Telp: (0370) 623873, Mataram

RATIFICATION

The article entitled “**Teachers’ Perceptions toward Curriculum Changes. A Case Study on English Teachers of SMK 1 Lingsar**” by I Wayan Juliantara (EID 111 055) has been approved as a partial fulfillment of the requirements for Bachelor Degree in English Department Faculty of Teacher Training and Education University of Mataram

Mataram, June 22, 2016 by

Advisor I,

Dr. Muhammad Amin, M. TESOL
NIP. 19700829 200604 1 002

TEACHERS' PERCEPTIONS TOWARD CURRICULUM CHANGES. A CASE STUDY ON THE ENGLISH TEACHERS OF SMK 1 LINGSAR

I Wayan Juliantara, Muhammad Amin, Santi Farmasari

ABSTRACT

The study was aimed to investigate teachers' perceptions toward curriculum changes conducted in SMK 1 Lingsar. The research design of this study was a qualitative research with a purpose to describe the English teachers' perceptions on the current changes of the curriculum. The subject of this research was 4 English teachers. They were selected using Convenience Sampling Technique. The data were collected by using In-depth Interview aimed to understand the meanings of one's experience. From the data analysis, it was revealed that experience, knowledge and the context of situation can influence the perception of teachers toward the current curriculum. Thus, because of lack of knowledge, experience, facilities, and teaching staff, teachers still had perception that KTSP as previous curriculum was more feasible than the current curriculum. Furthermore, the position of the teachers seems also play significant role dealing with the curriculum changes. That the higher the position, the better training exposure they already had. In addition to that, the teachers also thought that the complicated assessment concept, limited time, and online based learning sources in current curriculum (Curriculum 2013) become the issues. However, they still tried to adapt by following training as well as to adopt online learning sources frequently. They also believed that curriculum changes happen in order to improve education quality and they could overcome their problems and implement the curriculum well by having more training, discussion, supporting facilities, and time to improve their understanding about the current curriculum.

Keywords: teachers, perception, curriculum changes, KTSP, Curriculum 2013

Persepsi Guru Terhadap Perubahan Kurikulum. Studi Kasus pada Guru Mata Pelajaran Bahasa Inggris di SMK 1 Lingsar

Abstrak

Penelitian ini bertujuan untuk meneliti persepsi guru mengenai perubahan kurikulum yang dilaksanakan di SMK 1 Lingsar. Penelitian kualitatif ini bertujuan untuk menjelaskan persepsi guru mata pelajaran Bahasa Inggris terhadap perubahan kurikulum yang baru saja terjadi. Subyek dari penelitian ini adalah 4 orang guru mata pelajaran Bahasa Inggris yang dipilih dengan menggunakan teknik *convenience sampling*. Data dikumpulkan dengan menggunakan *in-depth interview* yang bertujuan untuk memahami pengalaman seseorang. Dari hasil analisis data, ditemukan bahwa pengalaman, pengetahuan, dan konteks situasi dapat memengaruhi persepsi guru terhadap perubahan kurikulum. Oleh karena itu, kurangnya pengetahuan, pengalaman, fasilitas sekolah dan guru menimbulkan persepsi bahwa KTSP yang merupakan kurikulum sebelumnya lebih mudah diimplementasikan dibandingkan kurikulum 2013. Selain itu, posisi guru juga berpengaruh secara signifikan terhadap persepsi mereka mengenai perubahan kurikulum. Semakin tinggi posisi seorang guru, semakin banyak dan baik program pelatihan kurikulum yang didapatkan. Para guru juga berpikir bahwa konsep penilaian yang kompleks, waktu yang terbatas, dan sumber pembelajaran berbasis online dalam implementasi kurikulum 2013 menjadi masalah yang dihadapi. Akan tetapi, para guru masih berusaha untuk beradaptasi dengan tetap mengikuti pelatihan kurikulum dan juga mengadopsi sumber pembelajaran berbasis online sesering mungkin. Mereka beranggapan bahwa perubahan kurikulum bertujuan untuk meningkatkan kualitas pendidikan sehingga dengan mengikuti lebih banyak pelatihan kurikulum, diskusi, pengadaan fasilitas sekolah yang mendukung, dan waktu untuk meningkatkan pemahaman mengenai kurikulum dapat mengatasi permasalahan dan mengimplementasikan kurikulum 2013 dengan baik.

Kata kunci: guru, persepsi, perubahan kurikulum, Kurikulum Tingkat Satuan Pendidikan (KTSP), Kurikulum 2013.

I. Introduction

The Indonesian Educational Curriculum has experienced many changes following the worldwide teaching methodology in response to the challenges faced with public education nowadays. Curriculum change is closely related to developing teacher's learning, a process to integrate the academic skills to enhance student's achievement (Marsh & Willis, 2007). In addition to that, it is still unclear whether the curriculum makers consider the teachers whom are in front line, implementing the curriculum that has been made. Particularly in SMK 1 Lingsar, the Implementation of Curriculum 2013 is still an issue. Since firstly implemented in the early 2015, most of the teachers are still take a side on the previous curriculum and each teacher has their own perspective about curriculum changes. Therefore, this study attempt to describe teacher's perception towards curriculum changes. This study is also aimed to explain their opinion as a feedback for the curriculum makers.

II. Literature Review

2.1 Teachers and Curriculum

Sanjaya in Majid (2014: 22) argues that the teacher is one of the important factors in the implementation of the curriculum. Without qualified teachers, the curriculum it will not be meaningful as an educational tool. In Law No. 20 Year 2003 on National Education System stated curriculum is a set of plans on the objectives, content and learning materials as well as ways in which to guide the implementation of learning activities to achieve specific educational goals.

There are three functions of curriculum for teachers, namely:

1. As guidelines in compiling and organizing the learning experience for students
2. As a guideline to conduct evaluation to the students.
3. As guidance in organizing teaching activities.

Teachers implement curriculum that has been designed government and educational institutions, they should be able to teach even if there are many changes in the current curriculum compared to the previous. Teachers must be prepared and must deliver what has been commissioned by the government and institutions. Teacher is a representative of the government for the realization of national education goals.

2.2 The Changes of Curriculum in Indonesia

According to Dardjowidjojo (2000), curriculum in Indonesia has been changed several times. For example, (a) curriculum 1945 used Grammar Translation Approach, (b) curriculum 1968 was focused on oral practice, (c) curriculum 1975 was focused on Audio Lingual Material, (d) curriculum 1984 used Communicative Approach, and (e) curriculum 1994 used Meaningful Approach.

As the previous curriculum, KTSP Curriculum was implemented as a response to many inputs toward curriculum correction. However, the 2006 curriculum had several problems. Thus, the Indonesian government has decided to rethink, reformulate, and redesign the curriculum into the 2013 curriculum. In context of ELT in the 2013 curriculum, the time allotted for English subject at schools is reduced. This surely brings about several consequences for language teaching and learning process in Indonesia.

2.3 Perception

2.3.1 Definition of Perception

Ismail (2006) said that perception is a mental process of giving meaning or significance to something after we get information through the senses. In addition, according to Saleh (2004), perception is the process of combining and organizing the data of our senses to be developed in such a way so that we can be aware of our surroundings, including conscious of ourselves.

2.3.2 Aspects of Perception

Aspects of perception according Dowwell & Newel (1996) are:

a. Cognition

Cognition is an aspect that involves way of thinking, recognizing, making a sense of a stimulus received by the five senses. Hurlock (1999) adds that the cognitive aspect is based on the concept of information, the cognitive aspect is also based on personal experience and what has been learned.

b. Affection

Affection is an aspect that builds cognitive. Affective aspects include the way individuals feel, express emotions to the stimulus based on the values within themselves which then affects perception.

2.4 Factors That Influence Perception.

Robbins (2003) states that there are several factors that affect the formation of perception. These factors are:

a. Personal circumstances

A factor that is present in individuals. For instance; needs, moods, education, past experience, socio-economic and other characteristics contained within the individual.

b. Characteristics of the target

The target cannot be seen separately, the relationship between the target and the background as well as the closeness/similarity could affect a person's perception.

c. The Context of Situation

The time may affect the perception of an event, as well as the location, light, heat, or other situational factors.

2.5 Perception and Teacher's Performance

The following descriptions are the area where the perception gives its influence on teachers' performance:

a. Perception affects adaptation of the teacher

Haussler and Pittman (1993) use the term adaptation as the process of the curriculum implementation in which allows the teacher in consideration of their own style, to function within the curriculum.

b. Perception affects adoption of the teacher

Adoption is an extended evaluative process (Roger, 1983). The adoption process represents the events starting with the adoption of the innovation continuing through the implementation phase.

III. Research Method

Design, Setting and Sampling

This study is a qualitative research. Creswell (2007) states "Qualitative Research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem". The research conducted in SMK 1 Lingsar, academic year 2015/2016. The Subjects were 4 English teachers who in charge in SMK 1 Lingsar. The research subjects were selected by using *Convenience Sampling Technique* which is a non-probability sampling technique where subjects are selected because of their convenient accessibility and proximity to the researcher.

Instrument and Technique of Collecting Data

Instruments used to collect the data were tape recorder and note taking. The data were collected through In-depth interview. This type of interview differs from structured or standardized interview in which requires respondents to answer the questions with fixed

response categories. Furthermore, the questions for the interview were adapted from the research of Wiyani (2015) that conducted research about perception.

Data Analysis Stages

The first stage is Transcribing and Translating Data. During the interview, interviewees were allowed to use “Bahasa” for their convenience. After that, the recording was transcribed and translated into written form in which later called as data transcription. Then, the data transcription has purpose to facilitate the researcher in analyzing data. After having transcribed, then the data transcription was reduced. Reducing data is a process of selecting and simplifying of data transcription and note taking. First, the data had gone through selection process either relates to the issue of the research or not. Then, it was simplified. The next stage is displaying data. The displaying data is a process of organizing the data to make relation between them. The last stage in analyzing data in this research is drawing and verifying conclusions. The conclusion can be new finding that is never happened before or answer of research questions.

IV. Findings and Discussion

4.1 The Subjects

There were four of teachers who were able to be interviewed. The short profile about the four respondents is provided in the following table.

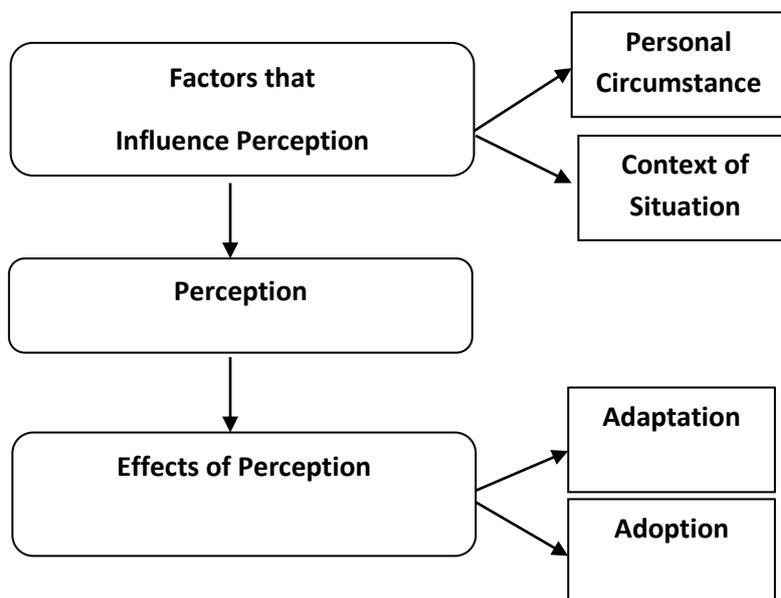
Table 4.1 Profile of the Subjects

Subjects	Sex	Year of Teaching	Trainings Attended
Mr. N	Male	13 Years	K13 training by The Ministry of Education Organizing K13 training at SMKN 1 Lingsar K13 training in LPMP MGMP (The Forum for Subject Teacher)

Mr. S	Male	15 Years	K13 training at school organized by Mr. N MGMP (The Forum for Subject Teacher)
Mr. Z	Male	2 Years	K13 training at school organized by Mr. N K13 training in LPMP MGMP (The Forum for Subject Teacher)
Mr. I	Male	15 Years	K13 training at school organized by Mr. N K13 training in LPMP MGMP (The Forum for Subject Teacher)

Based on the interview, some points relating to theories presented in literature review are found. It is in regard of the formation of their perception and influence of their perception of curriculum changes. To be more understandable the points are arranged in the Figure 4.1

Figure 4.1
Points Taken From Interviews about Perception



4.2 Factors that Influence Perception

This study analyzes factors influencing the formation of perception stated by Robbins (2003) which are teachers' personal circumstances and the context of situation at the school.

4.2.1 Personal Circumstances/Factors

Personal circumstances analyzed in this study are teachers' experience and education which are in line with theory stated by Robbin (2003) and Rahmat (2005).

4.2.1.1 Experience

After interviewing the teachers, some different experiences were found. Various experiences are associated with the duration of their teaching experience. The longer their experience in teaching, the more experiences they might have to explain to the researcher. Experience is the common factor influencing their perception. Mr. N is highly experienced as he has been teaching 13 years and experienced 3 curriculums. Mr. S and Mr. I also are highly experienced as they have implemented 4 curriculums. In addition, Mr. Z has the least number of curriculums that he has experienced which are 2 curriculums. Almost all of the English teachers who became the subjects in this research are senior and experienced teachers, meaning that they have been witnessing some reforms in the academic curriculum.

Nevertheless, for some reason, they were unable to explain the detail of the changes, as in the interview they sometimes did not exactly remember how many curriculums and forgot the name of the curriculum that they had implemented. It can be seen from the transcription of Mr. "I" which state that the curriculum is reformed once in a decade. However, focusing on experience as a factor influencing perception, they might have deeper understanding and richer perception about curriculum changes than new teachers, which is in line with Rahmat (2005) explaining that "Someone who had experience in a particular case will affect the accuracy of a person in the perception".

4.2.1.2 Knowledge about Current Curriculum

The knowledge owned by teachers about current curriculum (Curriculum 2013) is also significant in forming their perception. The interview revealed that most of the respondents of this interview have followed training on the latest curriculum. On the interview, there appears Mr. N who had followed several times of training in regard of K13's application. His role as a Deputy Head of the Curriculum has made him fully responsible on organizing training and outreach in SMKN 1 Lingsar. In addition, The MGMP (The Forum for Subject Teacher) was also often held in SMK 1 Lingsar. This is a place where the English teacher around Lingsar District can meet each other. This is also a medium for them to share their strategy in teaching according to the latest curriculum. Another respondents like Mr. "Z and I" have also received the similar training organized by institutions like LPMP. They are also active in following Forum for the English teachers. "S" is the only one who mentioned that he never followed sort of additional training, like Forum for English teachers.

So far, Mr." N" is the only one of the teachers in SMKN 1 Lingsar that already done various of trainings in the application of current curriculum, followed by other two teacher and only one whom is still lack of initiative in joining the training evidenced by his statement. Overall, the training is really demanded, as the teachers themselves are in the frontline in implementing the current curriculum.

The lack of knowledge in implementing current curriculum is also one the factors influencing the perception. The openness to embrace the changes is considered important whatever the contexts are, including the changes in curriculum. As we can see that the teachers play an important role in maintaining the system acquired like the

latest curriculum, and then the success of the latest curriculum depends on their initiative.

The straight-forwardness carrier as an English teacher is not experienced by one subject of this research. It was found that a teacher who formerly became an English teacher, but now he is teaching the *Introduction to Tourism* which is not in line with his educational background. *Mr Z: I have currently taken a new subject to be taught. It is the introduction to Tourism.* The fact is due to the lack of manpower in teaching those parts of the study. Such inappropriate placement is not only experienced by the English teacher whom been the subject of this study. This displacement of teachers can also influence their perception and understanding about curriculum related to their new subject they have lack of knowledge about the subject which is unrelated with their former educational backgrounds.

4.2.2 The Context of Situation

The perception about curriculum also can be influenced by the context of situation at school as the external factor (Robbins, 2003). Here in SMKN 1 Lingsar, as the school in which under pilot project, it still lack of books, internet access and teaching aids. In addition to that, the manpower here is also insufficient. As has been said by Mr. "N", he stated that, "there are 37 teachers and 53 honorarium teachers". It means that the ratio between the civil servants and honorariums are imbalance. Those circumstances have made the school decided to hire more additional teachers. Therefore, there are currently 53 honorarium teacher are being hired to deal with that challenge. Another element that is still insufficient is the readiness of the student itself. In curriculum 2013, the school time are extended until 4.PM in the afternoon. That is there hours longer than the previous curriculum.

All of the insufficiency in SMK 1 Lingsar ranging from facilities, teaching aid, and teaching staffs has to be addressed with the proper approach. From this circumstance, the perception of the teacher in the implementation of the latest curriculum in SMKN 1 Lingsar clearly can be seen. Regardless if that is good or bad, those challenges need to be addressed.

4.3 Perception

Someone's perception is depending on their experience in giving meaning to something after information was received through their senses (Ismail, 2006). Perception is also described as something that someone want to see, but it does not necessary correspond with the actual fact, making two peoples with same experiences will have different interpretation about s/he have been experienced (Sondang, 2004).

4.3.1 Understanding about Curriculum

Influenced by their experience, knowledge, and external circumstances, cognitive perception or cognition of teachers about curriculum can be varied. The result of the interview revealed that all of the teachers have their own understanding about curriculum. Mr N, S and Z believed that it is a standard or system of teaching which can help teachers to transfer their knowledge by considering the time and material given. Their cognition seems to be teacher-based perspective. While, Mr. I stated that curriculum is not only standard of teaching but also a standard of learning for students. In additional, he also believed that it can be implemented not only inside classroom but also outside the class for changing students' behaviour.

4.3.2 Perception toward Feasibility of Current Curriculum

As the aspects of perception, affection and cognition can form perception towards the feasibility of curriculum. Relating to the feasibility, they all still get used to with the previous

curriculum. Mr. “N” is the one who probably has a neutral statement in which he says *“there is no problem on the curriculum. All of those can be applied, since the concern is not on the curriculum, but the application of the knowledge, transferring the knowledge in order to be received by the students completely. So, essentially the curriculum is always the same”*. In addition, the position of Mr. N as the key player in leading all of the teachers using K 13 is also influenced his point of view. In addition, he had followed more training than other three respondents. Thus, it made him to have a better view in facing the current curriculum.

However, in contrast with him, another three teachers still choose the previous curriculum which was KTSP 2006 as they had enough exposure on it. Mr I felt that he still lack of understanding about K 13 and Mr. Z stated that the facilities in school cannot support the implementation of K 13. Moreover, Mr. S argued that K 13 gives limited time which needed by teachers to teach in vocational school and develop their creativity.

As they are still get used to with the previous curriculum (KTSP), it gives us a clear picture that the trainings conducted have not made them having mutual understanding or even mutual agreement to with Mr. N in the view of the current curriculum implementation. As the results, they still consider that the previous curriculum (KTSP) is more feasible to be implemented.

4.3.3 Perception toward Curriculum Changes

Curriculum in Indonesia has been changed several times started from Curriculum 1945 to Curriculum 2013 as a response to inputs toward curriculum correction. The previous curriculum which is KTSP was changed based on some reason such as too many subjects being learnt by students, not fully based on competency, competency did not holistically reflect domain of knowledge and so forth. Responding to some above constraints, Indonesian government redesign the curriculum into Curriculum 2013.

All of the subjects positively stated that the curriculum changes as a demand of development of sciences and adaptation of current demand and time which is strongly implied by Mr. I statement that “the 1994 curriculum, it does not familiar with the term of Computers yet, continued in 2004 has been based to computers. Then it has been added again in the KTSP“. They were also aware that the material and learning sources are changed in order to be up to date, for instance the use of online based learning source. The interesting perception was stated by Mr. Z that curriculum change is caused by the influence of the leader.

4.3.4 Perception toward Current Curriculum

After conducting deep-interview, here are obtained the data of their perception toward current curriculum (Curriculum 2013). After implementing the latest curriculum, Mr. I is still taking a side on the previous curriculum, and they quite sure that there will be another training which make them more even ready. They still need some adjustment by doing adaptation and adoption. For instance, Mr. N felt that with limited time given and lot of students that he teaches, complex assessment concept of K 13 is really difficult and impossible to do. Furthermore, Mr. S and Z found that additional times given and creative learner based instruction in K 13 are very helpful and good. Such statements of the respondents may also give influence to their perception. It can be seen from the way that they know the curriculum, such their knowledge, awareness and their experience.

4.4 Effect of Perception

Perception is the process of a person to know, to interpret and to evaluate other in term of their behaviour, quality as well as their circumstance. Results of perception can lead to an act to do something. The desire to act will appear in different outcome that will be varied from one another (Linda, 1991).

After analyzing their statement, there are found the results of them in the form of adoption and adaptation. Haussler and Pittman (1993) stated that adaptation is a process of curriculum implementation in which allows the teacher in consideration of their own style to function within the curriculum, while adoption is represented by teachers modify implementation of the new curriculum in the classroom.

It seems that the teacher have gone through some activities that made them about to be adjusted with curriculum changes. The activities like sharing the knowledge, organizing training, adopt the teaching media and reading the literature related with the latest curriculum seem to be their step to adapt and adopt the latest curriculum. For the teacher like Mr. N and Mr. I tend to use training to adapt with the new curriculum. Meanwhile, for Mr. He told the interviewer that he tends to suggest more time after school. Meaning that, he wants to make other classes outside the school time. This kind of idea is great, but since in curriculum 2013, the school time is up until 4.00 PM, that would be quite impossible to do. In addition, the thing that the interviewee got from his suggestion, that he wants to initiate more space to the student for learning English outside the school hours.

On the other side, Mr. Z suggested that he wants to adopt the use of media to teach the student. That is one of the advantages of the latest curriculum. The teachers have to deal with the media, both for the purpose of teaching aid or just for the source of reference of teaching. Nevertheless, the use of media is not a new thing in the world of teaching.

All of the data in Effect of perception above indicate that all of the respondents have made their way to deal with the current curriculum. Almost of the respondent are going to adapt with the current curriculum by agree with the idea of following more training on K 13. Meanwhile Mr. Z agreed with the adoption of the use of media to teach his student.

V. CONCLUSION AND SUGGESTION

5.1 Conclusion

After conducting research about teachers' perception toward curriculum changes in SMK 1 Lingsar, the researcher found that experience, knowledge and the context of situation can influence the perception of teachers toward the current curriculum (Curriculum 2013) implementation. Thus, because of lack of knowledge, experience, facilities, and teaching staff, teachers still had perception that KTSP as previous curriculum was more feasible than Curriculum 2013. In connection to that, the teachers also thought that the complicated assessment concept, limited time, and online based learning sources in current curriculum (Curriculum 2013) become their problem in the implementation. However, they still tried to adapt by following training and to adopt online learning sources frequently. In addition, they also believed that curriculum changes happen in order to improve education quality and they could overcome their problem and implement the curriculum well by having more training, discussion, supporting facilities, and time to improve their understanding about the current curriculum.

5.2 Suggestion

5.2.1 Teachers and School

Teachers are suggested to fully understand about the implementation of current curriculum (Curriculum 2013) by actively engaged in training, discussion, reading related literature and understanding more about assessment concept in K 13. In addition to that, the level of initiation of the teacher is still insufficient; the stimuli in term of incentive and reward can be one of the options that would be working for two sides, first for boosting the teacher's initiative and for the success for the curriculum's implementation. In order to implement curriculum 2013 appropriately, facilities supporting the implementation of

curriculum should be prepared completely, such as teacher training, book, learning media, online based learning sources as well as teaching aid. Moreover, for those who are interested in investigating teacher's perception, since this research uses qualitative method, then s/he is suggested to conduct the next research using quantitative method with larger number of respondent and more instruments such as questionnaire in order to give more information related to teachers' perception toward curriculum changes.

References

- Creswell, J. W. 2007. *Research design: Qualitative, Quantitative, and Mixed Methods Approaches (2nd ed.)*. Thousand Oaks, CA: Sage.
- Darjowidjojo, S. 2002. *Perubahan Kurikulum di Indonesia* (online) downloaded, July 2015.
- Hurlock, E. B.1999. *Psikologi Perkembangan: Suatu Pendekatan Sepanjang Rentang Kehidupan*. Jakarta: Erlangga.
- Davidoff ,Linda L. 1991. *Psikologi Suatu Pengantar*,Jakarta : Erlangga, hlm.34.
- Kementerian Pendidikan Nasional. 2007. *Kamus Besar Bahasa Indonesia*, Jakarta: Balai pustaka
- Marsh, C. J. & Willis, G.(2007). *Curriculum:Alternative approaches, ongoing issues*.Upper Saddle River, NJ: Pearson.
- Dowwel, M & Newel, C. 1996. *Measuring Health A Guide To Rating Scales And Questionnaires. 2nd ed*. New York: Oxford University Press.
- Myers, E.G & Myers, M T. 1992. *The Dinamics of Human Communication Laboratory Approach*.Mc. Graw-Hill, Inc. United States of America.
- Rahmat, J. 2005. *Psikologi Komunitas*. Jakarta: PT. Remaja Rosda karya.
- Robbins, S. 2003. *Organisational Behavior. 2nd ed*. Pearson Education, Inc. New Jersey.
- Saleh, A. dan Muhib A.W. 2004. *Psikologi Suatu Pengantar dalam Perspektif Islam Jakarta :* Prenada Media, Cet.I.
- Sondang S.P. 2004. *Teori Motivasi dan aplikasinya*, Jakarta :RinekaCipta, Cet.3