Analysis of the Academic Atmosphere of Public Junior High Schools in Remote Areas in Indonesia Case Study in Tojo Una - Una District, Central Sulawesi Province

Bakri Hasanuddin[1], Idris[2]

[1]Management Study Program, Tadulako University. Palu - Central Sulawesi, Indonesia
Email: *bakrihasanuddin62[at]gmail.com*

[2]Management Study Program, Tadulako University. Palu - Central Sulawesi, Indonesia
Email: azis_idris[at]yahoo.com

Abstract: *The era of globalization and technological advances can have a negative impact on human life, namely the waning of the value of social care for fellow human beings and their environment. Especially among junior high school students (secondary school), they are too early allowed to use mobile phones (smartphones) by their respective parents. The role of teachers as teachers, educators and student assistants is needed in anticipating and overcoming these problems. Teaching as a teacher in remote areas is not as imagined, because it requires a conducive academic atmosphere. The academic atmosphere will shape the character of students as a quality intellectual generation through various activities in the school environment which are characterized by harmonious interactions between teachers, students, teachers and their interactions with their environment based on academic values. This study aims to analyze the academic atmosphere of State Junior High Schools in remote areas. The research respondents were teachers spread across 8 (eight) remote areas in the TojoUna - UnaRegency, Central Sulawesi Province, Indonesia. Data analysis used the average value of the responses/attitudes of the teachers as respondents to the questionnaire as a data collection tool. The results of the study show that the academic atmosphere of public junior high schools in remote areas of TojoUna - Una Regency, although they are in the sufficient category, which means conducive, is not optimal. Therefore, teachers are expected to make maximum efforts and invite parents of students to play a role in building a conducive academic atmosphere in order to build students' character as quality intellectual beings. Thus the harmonious interaction between students, students, teachers, including interactions with parents will get better in the future through various academic activities, which are expected to prevent the negative effects of smartphone use among students.*

Keywords: Academic atmosphere, attitude, student character, remote areas

1. Introduction

The use of information technology today is increasing rapidly, along with the expansion of the internet network, which reaches remote areas in Indonesia. Of course this has an impact on the social life of society, including the world of education on the one hand. Meanwhile, on the other hand, the world of education is expected to continue to strive to build an academic atmosphere in order to support conducive learning - teaching activities. A high academic atmosphere can be expected to create situations and conditions that are very conducive for student learning teams in schools, which in turn show better performance and can benefit the wider community (Moordiningsih*et al*., 2010). The academic atmosphere must be able to be created to make the learning process in schools run in accordance with the vision, mission and goals that have been formulated.

With a harmonious academic atmosphere among organizational work teams will improve their performance. Team performance is an achievement shown by a team in dealing with a task. Team performance is the main determinant of the success of an organization (Stott and Walker, 1995). These achievements can be in the form of the best results, the number of products produced, as well as speed and accuracy in handling tasks. Team performance can be viewed in terms of quality, quantity, and the processes involved in dealing with a given task. Stott and Walker (1995) argue that performance cannot only be interpreted as a result, but also includes the processes and relationships that occur within an organization. This is based on the opinion of Weisbord (1985) that the results achieved and good cooperative relations while completing tasks are strongly related to the thinking of someone who has worked in a team with other people.

Performance can be tracked in 4 (four) dimensions based on a literature review and research conducted by Hackman and Oldham (1980); Katzenbach and Smith (1993) namely; first, team effectiveness, which is a level of task or result of a process that gives satisfaction to the team taskmaster (stakeholders); second, efficiency, which is a level of processes that occur within the team (such as communication, coordination, leadership, collaboration, and decision - making) and provides support for the achievement of the processes being passed, team development and team member satisfaction; third, learning characterized by learning process results (knowledge artifacts) such as innovation, skills that are transmitted, documented learning outcomes, best practices, tools, methods, and process progress; fourth, team member satisfaction, namely a level regarding the contribution of team work to influence the self - development of team members (MacBryde and Mendibil, 2003).

The learning process in school organizations must adhere to a system of academic freedom and are required to be able to form an ethical and moral school climate (Srikanthan and Dalrymple, 2003; Thrash, 2009; Siddique et al., 2011; Alafy et al., 2013).

The era of globalization and advances in information technology do not only have a positive impact. But on the other hand, the advancement of information technology also has a negative impact on human life. One of the impacts that can be seen is the fading of the value of social care for fellow human beings among children. The fading attitude of social care occurs because children are too busy playing smartphones. Excessive use of smartphones makes children tend to be individualistic and no longer care about their surroundings (Youarti & Hidayah, 2018).

Based on some of the results of the theoretical studies and research studies above, it is necessary to have the scientific personality characteristics of teachers in developing an academic atmosphere model, namely: the value of responsibility, the value of honesty, the value of criticality, the value of perseverance, the value of curiosity, and the value of caring, as well as interacting well withstudents, both in terms of quantity and quality.

1.1. Research question

Based on the background above, the formulation of the problem in this study is:
a) What is the level of the academic atmosphere of Public Junior High Schools in remote Areas of TojoUnan - Una Regency, Indonesia?
b) What is the strategy to improve the academic atmosphere of State Junior High Schools inremote Areas of TojoUnan - Una Regency, Indonesia?

1.2. Research purposes

The purpose of this study was to analyze and find out the level of the academic atmosphere of Public Junior High Schools in remote areas of TojoUnan - Una Regency, Indonesia and what strategies can be implemented to improve the academic atmosphere.

2. Literature Review

2.1. Academic Atmosphere

The academic atmosphere is an environmental nuance that has an academic spirit, namely a scientific and creative attitude. An understanding of the development of the academic atmosphere is expected to shape the character of students as intellectual beings with academic quality. Kurniawan (2013) suggests that the ideal academic atmosphere can be described by various activities (activities) in the school environment which are characterized by harmonious interactions between teachers - students, students, and teachers based on academic values. For example: discussions, seminars, research, creation of scientific papers, debates, free speeches, and various competitive activities.

Jain et. al (2011) established a model of service quality in tertiary institutions in order to create intellectual performance consisting of 2 main dimensions, namely: program quality and quality of life. Program quality, consisting of: curriculum, interaction, input quality, and academic facilities. Quality of life, consisting of: non - academic processes, supporting facilities, as well as campus quality and interactions.

Forming a quality model of learning interaction quality in the organizational life of the school has an important role. The school organization as an educational institution must be appropriate and relevant, as well as responsive to change. School organizations must show how an effective institution can better serve students, as their main customer, and explore more that how an effective learning strategy can form a quality school organization as a whole. The academic, personal and professional development of students depends on genuine efforts and the academic atmosphere of the parties involved in the learning process.

The learning process in school organizations must adhere to a system of academic freedom and are required to be able to form an ethical and moral school climate (Srikanthan and Dalrymple, 2003; Thrash, 2009; Siddique et al., 2011; Alafy et al., 2013).

The results of the analysis of this study form a model for developing an academic atmosphere in the framework of establishing an ethical and moral school climate that focuses on the teacher's role in the learning process. Teachers play a central role in learning activities in the classroom and apply to all involved in the education system.

The results of the study show that the scientific personality characteristics of teachers are needed in developing an academic atmosphere model, namely: the value of responsibility, the value of honesty, the value of criticality, the value of perseverance, the value of curiosity, and the value of caring, as well as interacting well with students, both in terms of quantity and quality, so that an ethical and moral school climate can be formed (presented in Figure 1).
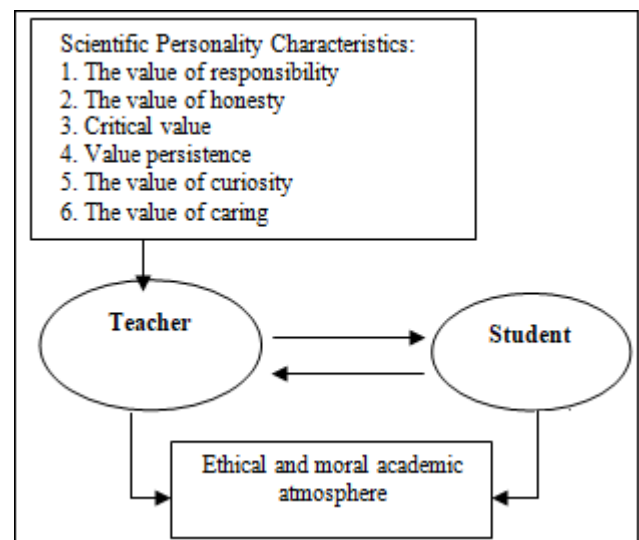

Figure 1: Academic Atmosphere Development Model
Source: Analysis results

The six scientific personality characteristics will be used as indicators with the following explanation:

a) Responsibility value
Teachers as educators are not only responsible for acquiring the knowledge of their students, but are also responsible for instilling character in the hearts and behavior of students. The teacher must have the value of responsibility to make himself a role model or role model.

b) Honesty value
Honesty will be reflected in behavior that is followed by a sincere heart (sincere), speaking according to reality, acting or acting according to evidence and truth. The value of honesty is one of the elements of spiritual strength, noble character, and personality. Upholding the value of honesty will lead us to a balanced and harmonious life. Honest to personal roles, honest to rights and responsibilities, honest to the existing order, honest in thinking, behaving, and acting. If honesty is lost, then chaos and disharmony will rule this life, then there will only be engineering and manipulation, usurpation of rights, and oppression (Emosda, 2013).

c) Critical value
Critical thinking is not the same as accumulating information. A critical thinker is able to conclude from what he knows, and knows how to use information to solve problems by finding relevant sources of information. Critical thinking is neutral, objective and unbiased. Although critical thinking can be used to point out mistakes or bad reasons. The benefit of a critical attitude is that it can make a person get used to thinking openly, being able to communicate ideas, opinions, and solutions (Agustyna, 2012).

d) Persistence value
There is a saying, "no matter how hard a rock is, if water drops drop by drop continuously, then within a certain time the water drops will be able to make a hole in the stone". Everyone wants to be successful. In the process of achieving success requires persistence. However, persistence does not mean just sticking to a routine. Perseverance must be accompanied by a strong vision. That, one must know and understand where one is going, what one wants to be, and what one wants to have.

e) Curiosity value
The curious character is described as someone who likes challenges, innovates and is creative. Salirawati (2012) states that curiosity is meaningful as an attitude and action that always seeks to know more deeply and broadly than what it knows, sees, hears, and learns.

f) The value of caring
A teacher's concern will be seen from a person who is compassionate and empathetic in the learning process. Caring is described as tolerance, empathy, willingness to cooperate, help others, sincerity, and compassion. The six characteristics of scientific personality are instilled through interactions between teachers and students, both inside and outside of school, in order to create a climate that encourages development and academic activities that uphold scientific truth as the meaning of "ethical" and "moral". The meaning of academic ethics and morals is related to guidelines on how one should act properly and correctly. The guidelines will act as a benchmark for the merits of a person's behavior. Furthermore, the author tries to recap some of the meanings of the atmosphere as follows:

Table 2.1: Matrix of Expert Opinion on Academic Atmosphere

No	Expert/Year	Academic Atmosphere Theory Concept
1	Kurniawan (2013)	Describes various activities (activities) in the school environment which are characterized by harmonious interactions between teachers, students, and teachers based on academic values. For example: discussions, seminars, research, creation of scientific papers, debates, free speeches, and various competitive activities.
2	Jain et, al (2011)	A model of service quality in tertiary institutions in order to create intellectual performance which consists of 2 main dimensions, namely: program quality and quality of life.
3	(Srikanthan and Dalrymple, 2003; Thrash, 2009; Siddique, et al., 2011; Alafy et al., 2013).	A model of service quality in tertiary institutions in order to create intellectual performance which consists of 2 main dimensions, namely: program quality and quality of life.
4	Agustyna (2012)	The academic atmosphere (academic atmosphere) is a condition that must be able to be created to make the learning process in schools run in accordance with the vision, mission and objectives. The academic atmosphere creates a conducive climate for academic activities, interactions between teachers and students

Based on the concepts of the academic atmosphere and the research results mentioned above, the authors are of the opinion that this can be used as a reference for the study of Public Junior High Schools in remote areas in the TojoUna - Una Regency of Indonesia. The dimensions of the academic atmosphere variable in this study refer to research conducted by (Srikanthan and Dalrymple, 2003; Thrash, 2009; Siddique et al., 2011; Alafy et al., 2013; . For more details presented in the following table.

Table 2.2: Dimensions and Indicators of Academic Atmosphere for Research Needs

Variable		Indicator
Academic Atmosphere: (Srikanthan dan Dalrymple, 2003; Thrash, 2009; Siddique et al., 2011; Alafy et al., 2013)	1	Responsibility value
	2	Honesty value
	3	Critical value
	4	Perseverance value
	5	Curiosity value
	6	Value of caring

3. Research Method

This research is a survey research, namely research that is used in large and small populations, but the data studied is

data from samples taken from the population, so that relative events, distribution and relationships between sociological and psychological variables are found (Sugiyono, 2011). In this study, a survey was conducted to analyze the conditions and relationships of the dimensions or indicators studied, namely the academic atmosphere variables of Public Junior High Schools in remote areas of TojoUna - Una Regency.

The population of this study were all teachers of public junior high schools in remote areas, totaling 296 teachers. The data analysis used in this research was quantitative descriptive analysis.

4. Results and Discussion

The results of this research analysis form a model for developing an academic atmosphere in the framework of establishing an ethical and moral school climate that focuses on the teacher's role in the learning process. The teacher plays a central role in classroom learning activities and applies to all those involved in the junior secondary education system. The results of a survey on the academic atmosphere variables of remote public junior high schools in TojoUna - Una Regency are as follows:

4.1 The academic atmosphere of a remote area elementary school in TojoUna - Una Regency.

The perceptions of State Junior High School teachers (respondents) in remote areas in TojoUna - Una Regency in responding to the overall academic atmosphere can be seen in the following table:

Table 4.1: Level of Junior High School academic atmosphere in remote areas of TojoUna - Una Regency, Indonesia

No	Dimensions/Indicators	Average value
1.	Value of Responsibility / The teacher maintains the value of the responsibility that is carried	3, 28
2.	Honesty Value/ Teachers uphold the value of honesty in school	3, 40
3.	Critical value / The teacher maintains critical value in work	3, 39
4.	Perseverance Value / Teachers are able to maintain the value of perseverance in carrying out work	3, 28
5.	The value of curiosity / Teachers have a high value of curiosity about the progress of education	3, 40
6.	The value of caring / Teachers have a high value of caring for their students	**3, 61**
	Average Variable academic atmosphere	3, 39

Based on Table 4.1 it shows that of the 6 (six) dimensions that were responded to by the respondents, what contributed to the mean high value was the dimension number (6) of 3.61, namely the statement "teachers have a caring value high towards students", and dimensions number (2) and number (5) respectively each mean value of 3.40, namely with the statement "The teacher always uphold the value of honesty towards work and have a value of curiosity high on the progress of education". While the contribution of the mean value quite low category on indicators number (1) and number (4) respectively the mean value is 3.28, namely the statement "the teacher always keeps grades responsibility towards work and always maintain the value of perseverance in carry out work".

This condition indicates that overall the respondents feel that the academic atmosphere of public junior high schools in remote areas of TojoUna - Una Regency is in the sufficient category, which means conducive. This means that the academic atmosphere is felt to be quite conducive and can support the learning process. The academic atmosphere can be created well. For example, it really upholds the value of caring, the value of honesty and the value of curiosity.

4.2 The value of caring as a dominant attitude has the highest mean in the academic atmosphere of Junior High Schoolin Remote Areas, TojoUnan - Una Regency.

The results of the study illustrate that the highest average of the 6 (six) dimensions of the academic atmosphere of Public Elementary Schools in remote areas in TojoUna - Una Regency is the value of caring with the statement indicator "Teachers have a high value of caring high for their students". This means that the value of social care is one of

the student characters to be the focus of State Junior High School teachers to develop and maintain in creating young people who are potential human resources.

In order to foster the value of social care in students, the Ministry of National Education (2010) states that social care is an attitude and action that always wants to provide assistance to other people and communities in need. Concern can be manifested in the form of helping and helping people who are in trouble such as property, money, food, drink, clothing, and so on. Caring can also be implemented in immaterial (non - material) forms, such as giving compassion and praying for others.

This concern can work well if the relationship can be developed with an attitude of mutual help, mutual respect, mutual care and cooperation. Forms of social care values are often misinterpreted by getting involved in other people's problems.

Social concern in question is not to interfere in other people's affairs, but rather to help solve the problems faced by other people with the aim of goodness and peace. Those embedded values will later become our conscience to always help and look after others.

The caring attitude given to others will be an example to students and a good example for others, so that this can influence other people's minds to do the same good.

Every human being must have a caring attitude towards others, both caring for other people and the surrounding environment. This caring will know the attitude as having a sense of empathy for other people and the environment around the school.

Social concern itself is an attitude or action that always wants to help, wants to share, help, and give to other people and communities in need (Maharani, 2014; Zuchdi, 2011; and Listyarti, 2012). Instilling a social caring attitude needs to be done from childhood. Ikhwani (2017) said that social care needs to be taught from childhood because a person's concern does not just grow without any stimulation, whether in the form of education or habituation. The caring attitude that has been instilled since childhood will appear when someone grows up.

Previous research findings explain that today's younger generation is less concerned about the surrounding environment. The younger generation now easily disconnects from their surroundings because their ears are wearing iPod headphones (Goleman, 2006). This shows that their attitude is more individualistic and only thinks about their own pleasure. This shift in life is caused by various factors, one of which is the factor of modernity which is the main supporting factor for Ikhwani social change (2017). The current level of human social concern is increasingly minimal, so that it becomes a serious problem (Agustian, 2007).

4.3 Strategy for Developing the Academic Atmosphere of a State Junior High School in a Remote Area in TojoUna - Una District.

The school's efforts to improve students' social care attitudes are through: anjang there activities, habituation and exemplary methods. The impact that occurs is growing a sense of caring for others, fostering student empathy, increasing the attitude of helping each other and triggering students to carry out directly the social care program that has been formed by the school.

In achieving successful education, the existence of teachers and students is an important element. Good relations between all elements in the school must be well established. One of them is fostering social awareness. Social concern is a universal value that is owned by humans.

Humans are social creatures who need other people in their lives. So that mutual care, mutual love and mutual respect must be created through good interactions. Basically when a school member has concern, he will not have the intention to offend other people's feelings. On the contrary, he will try to always do good things, respect, and try to make other people feel happy.

In the current era of globalization, the social care attitude of the younger generation is fading. Some of them term it with an anti - social attitude. One of the reasons for this change in behavior that does not care about the environment is technological advances, especially information technology.

The phenomenon of uncontrolled use of mobile phones by students in everyday life has had a bad influence on them. These students tend to be individual and apathetic towards the surrounding environment. Almost every time we see them, they only focus on the gadget in their hands (Youarti and Hidayah, 2018). This causes them to be further away from social life and more busy with gadgets and cyberspace.

Along with the rapid development of information technology, the authors see the need to teach children how to be caring in order to train children's social sensitivity when they are adults. The values that are part of the form of caring are: compassion, mutual assistance, generosity, concern and showing kindness. This concern can work well if the relationship can be developed with an attitude of mutual help, mutual respect, mutual care and cooperation. The form of caring in this study looks more at social care as an attitude of reducing problems with a sincere intention to help so that peace and goodness are achieved (Tabi'in, 2017).

In this era, children need to be introduced and even taught about social care, so that one day children will have sensitivity to people in need, by being introduced to the nature of caring, of course children will know and understand the importance of caring for others because it will be beneficial for them. these children in particular and to the nation and country when it is taught seriously.

The personality of a child as an adult cannot be separated from the educational pattern applied by parents to children at an early age. By directing it from an early age, it is very likely that the child will become the person parents expect to be more mature, and of course every parent wants their child to be the best person possible even more than their parents.

Compassion for others can be trained to children by, for example, telling children how to behave when making friends. They should also be taught to express feelings in words. For children, this is very important because when they are children, they want to know everything. Another thing that parents must teach their children is to teach them to refuse behavior that is contrary to love, one of which is to pursue caring for others.

Students who are at school, who have a high academic atmosphere will have an impact on their further development, such as they will feel at home at school, actively participate in various activities organized by the school. Meanwhile for teachers, according to Carsten and Spector, the impact that arises is that the teacher/employee will remain in the organization (Sopiah, 2008: 166).

5. Conclusions and Suggestions

5.1 Conclusion

Based on the results of the study, it can be concluded that the academic atmosphere of State Junior High Schools in Remote Areas in TojoUna - Una Regency, Central Sulawesi Province, Indonesia is still in the sufficient category, which means conducive, in the current era of information technology developments that reach remote areas. Conducive Meaning is based on the responses of the respondents who tend to prioritize social care, honesty, and curiosity among their students.

Social care has a positive impact on students, namely it can create a sense of unity in which they don't look at or choose friends when there is a problem, and foster a sense of affection between them. The form of affection between

them, for example, if a friend of theirs is sick, they flock to visit the friend who is sick. Likewise, the honesty and curiosity of students is also a natural human tendency, having a basic need to be curious about every phenomenon that occurs in their environment.

5.2 Suggestions

Based on the conclusions above, the researcher suggests the following:
1) In improving the character of social care in students, teachers are expected to be able to provide guidance patiently, continuously and repeatedly.
2) Teachers must be a good example in order to improve children's social care characters such as sharing, helping friends and collaborating.
3) Give praise to each student who has carried out noble behavior such as sharing, helping friends and being able to work together to motivate other children.
4) Teachers when explaining subjects should have interesting variations and display of pictures, so that they can attract students' attention.
5) Mastery of material and explaining techniques by teachers is the main thing to attract students' attention when receiving subjects in class.
6) Teachers are expected to contribute to school development. When teachers see something that can be done to increase work productivity, then say it at a meeting, or talk directly with the administrator in charge.

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