

Sustainable Professional Development for Lecturers in Faculty of Social Sciences, Universitas Negeri Jakarta

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Abstract.

This research aims to analyze the promotion of functional positions for lecturers along with the influencing factors. The study employs a mixed-method approach with a concurrent triangulation strategy. The population for this research consists of all the lecturers in the Faculty of Social Sciences at the Universitas Negeri Jakarta, totaling 126 lecturers. A sample of 30 lecturers is selected using a combination of quantitative and qualitative probability sampling methods with independent sampling procedures. Additionally, a quantitative multiple regression method is used to determine the factors influencing the promotion of functional positions, followed by qualitative methods involving in-depth questioning of administrative staff within the Faculty of Social Sciences regarding the promotion process. Furthermore, qualitative methods involve conducting in-depth interviews with administrative staff in the Faculty of Social Sciences regarding the promotion process. The research instruments used in this study include questionnaires measuring promotion to higher functional positions (Y) in relation to teaching experience (X₁), cultural factors (X₂), administrative factors (X₃), and structural factors (X₄). The research findings indicate that only teaching experience partially and simultaneously influences promotion to higher functional positions. In the assessment of cultural factors related to teaching, respondents predominantly utilize innovative teaching methods. Meanwhile, in the research and service areas, respondents reported having their research and service activities published in national and international journal articles/proceedings. The quantity of writing as the output of research and community services is sufficient, but the quality still has some problems, especially in meeting the terms for the head lecturer and professor. The administration aspect of document archiving and serving is easy to do, the obstacle they had is the misunderstanding of some rules for promotion, so cooperation with technical or administration staff is needed. The structural obstacles happened because of the limited number of assessors resulted a longer time needed for the assessing process. All these issues resulting the small number of lecturers are applying for promotion on time (every two years).

Keywords: Work position, lecturer, obstacles, functional promotion

1. Introduction

Teachers and Lecturers are professional educators and scientists with the primary responsibility of transforming, developing, and disseminating knowledge, technology, and the arts through education, research, and community service. The position of lecturers as professional personnel in higher education is appointed in accordance with legal regulations. The position of lecturers as professional personnel, as referred to in Article 3 paragraph (1), serves to enhance the dignity and role of lecturers as agents of learning, knowledge, technology, and arts development, as well as community service, aiming to improve the quality of national education

Competence is a set of knowledge, skills, and behaviors that must be possessed, internalized, and mastered by teachers or professors in carrying out their professional duties. The profession of a professor is a specialized field of work carried out based on established principles. These competencies must be possessed by teachers and professors to become professional educators. In order to maintain their professionalism, educators continually strive to enhance their competencies during the process of advancing in rank and functional positions.

This characteristic of a flat organizational structure (poorly structured) is that it is predominantly occupied by functional officials. This arrangement is intended to expedite service delivery and decision-making processes, promote cost efficiency, and facilitate smooth communication. The establishment of this job structure is aimed at fostering professionalism,

career development for civil servants (*PNS*), and enhancing the quality of public administration and development tasks based on a career-based and performance-oriented system. The goal is to create a government organization that is '*poor in structure but rich in function*' [1]

Functional positions are not static but can evolve in line with the advancements in knowledge and technology, allowing for the enrichment of positions within the job cluster [2] In contrast to structural positions, which are closed in nature, functional positions are more open, allowing an employee to attain higher ranks. However, the promotion process may be hindered due to the lack of the required credit points that employees need to achieve [3]

Professors are required to possess academic qualifications, competencies, teaching certificates, physical and mental health, and meet other qualifications specified by the higher education institution which they are assigned. They should also have the ability to realize the goals of national education. Professional lecturers are expected to have a set of competencies. Competence comprises a body of knowledge, skills, and behaviors that educators must possess, internalize, and master to perform their duties. Specifically, the meaning of professional competence for educators includes pedagogical competence, professional competence, personal competence, and social competence[4]. These competencies are essentially acquired by educators through relatively long and continuous education and training. The performance of educator competencies can be assessed, measured, and observed. The assessment of an educator's competencies is carried out through a certification program conducted by the Educational Institution for Educators (*LPTK*) designated by the government. The types of activities involved in this process include: 1) Self-development - Functional training; 2) Scholarly publications; 3) Innovative work [5]

The meaning of certification is the process of awarding educator certificates to professors. An educator certificate is a document issued by the certifying higher education institution as formal evidence of recognition bestowed upon a professor as a professional. The purpose of professor certification is to determine the eligibility of professors in carrying out the three pillars (*tri dharma*) of higher education, namely teaching, research, and community service. Some cities in the United States emphasize the necessity of seven alternative certification programs as effective means to enhance the professionalism of educators. Overall, the findings indicate that effective alternative certification programs place candidates in educational settings with strong leadership, a collegial atmosphere, and adequate materials [6]

In the era of technological disruption, the responsibilities and demands placed on educators today must adapt to and meet the requirements of the learning needs of students in the 4.0 industrial age. These requirements encompass critical thinking, problem formulation and solving abilities, creativity and innovation, effective communication skills, mastery of digital transformation, and proficiency in multiple languages. Professors are a vital component that significantly influences the higher education system. In response to the 4.0 industrial age, it is expected that professors continuously enhance their competencies and professional development by participating in various training programs and seminars, both individually and collectively. Each year, the learning experiences of students change and advance, necessitating educators to adapt their teaching methods accordingly.

The functional positions for professors in the Faculty of Social Sciences vary from teaching assistants to professors. These functional positions serve as considerations for university or program accreditation. Occupying a significant number of high-level functional positions is viewed positively for a program's career progression in the role of a professor. Based on the results of the examination, leadership policy is identified as the dominant factor influencing the

effectiveness of the promotion management at the Sulawesi IV River Basin Agency [7]. Seniority, nepotism, and loyalty are direct factors affecting the promotion of Civil Servants, while work performance, educational level, and training have no direct impact on promotions. Nepotism is identified as the dominant factor affecting promotions [8] The delay in promotion is attributed to demographic employee characteristics, including age, gender, and education [3] Factors hindering promotions include inappropriate placement within the organization structure, inadequate employee competence and creativity, promotion proposal requirements lacking organizational support, and insufficient employee rotation [9]

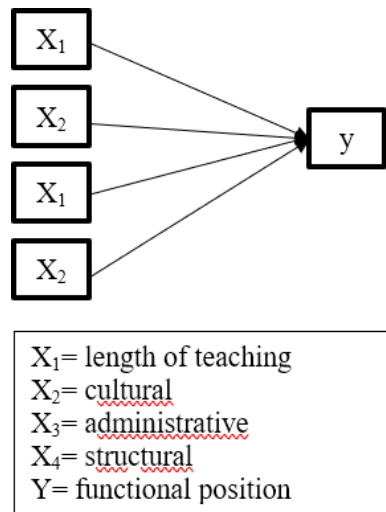
Educators must systematically analyze various issues within the promotion and position advancement system, encompassing cultural, administrative, and structural impediments. Subsequently, they should devise solutions to address these issues effectively [5]. This study aims to describe the real performance conditions of educators in higher education institutions, particularly in the context of career advancement. Investigating the factors that hinder promotion is of significant interest for research. This is because promotions impact the work motivation of the employees in question and also influence organizational productivity. Career development has a direct effect on employee performance [10]

2. Method

The research methodology employed in this study is a mixed-method approach. In the survey phase, data was gathered from respondents (professors) through questionnaires or surveys. The Functional Position (Y), years of teaching experience (X_1), Cultural (X_2), Administrative (X_3), and Structural (X_4) factors were analyzed statistically using multiple regression analysis. Additionally, qualitative data was collected through in-depth interviews to explore the challenges faced in the promotion process.

The study population consisted of 126 professors with various functional positions in the Faculty of Social Sciences. A sample of 30 professors was selected using proportional sampling. To gain a deeper understanding of qualitative issues, in-depth interviews were conducted with one administrative staff member from the faculty.

The research instruments in this study were guided by the Operational Guidelines for Credit Score Submission (PO PAK). Data were collected through electronic surveys (e-forms) and documentation. Qualitative data collection involved in-depth interviews with key informants, while quantitative data used a 5-point Likert scale, ranging from 1 (never) to 5 (always), to assess barriers that were further confirmed through in-depth interviews. Multiple regression analysis was conducted using SPSS software according to the following scheme:



3. Result

Prior to conducting regression analysis calculations, classical assumption tests were performed. Homogeneity testing was conducted, assessing normal distribution, and observing whether the plot followed a linear pattern.

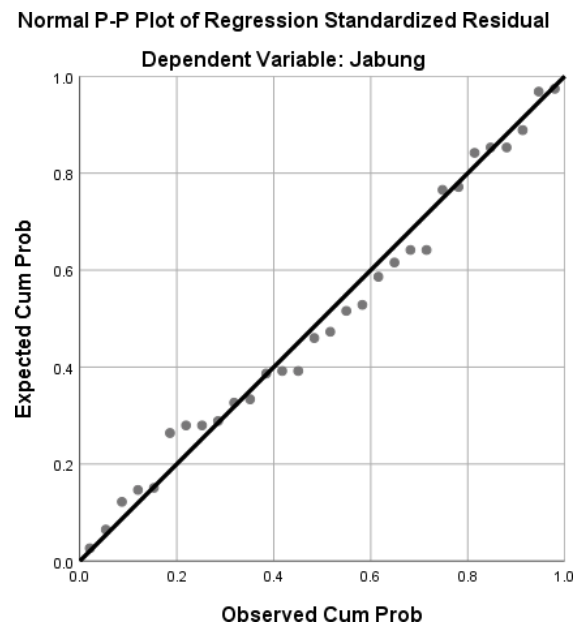


Figure 1. Normal distribution data
(source: data processing, 2023)

The next classical test is the test for multicollinearity. Multicollinearity is considered not to be present when the tolerance value is greater than 0.100 and the VIF (Variance Inflation Factor) is below 10. The calculations, aided by Statistical Package for the Social Sciences (SPSS), with the following values:

Table 1. Tolerance value and VIF

Variable	Tolerance Value >0,100	VIF Value <10,00
X ₁	.811	1.233
X ₂	.858	1.165
X ₃	.585	1.710
X ₄	.651	1.537

Source: data processing, 2023

The results of the multicollinearity test indicate the tolerance values for X₁=0,811, X₂=0,858 X₃ = 0,585, X₄=0,651 more than 0,100. VIF value for X₁ = 1,233, X₂=1,165, X₃=1,710, X₄= 1,537 smaller than 10 so the multicollinearity is not happened.

Heteroskedasticity testing was conducted as a prerequisite for multiple regression. Heteroskedasticity is determined by examining scatterplots for any discernible patterns, as well as observing data points scattered both above and below the value of 0 on the Y-axis. The research findings indicated the absence of heteroskedasticity. Partial t-tests were performed to assess the individual influence of variable X on Y, with a significance value (Sig) threshold set at less than 0.05. The results of the partial t-tests can be seen in the following table :

Table 2 Significancy value

Variable	Sig value <0,05	Explanation
X ₁	0,000	Significant
X ₂	0,234	Not significant
X ₃	0,992	Not significant
X ₄	0,126	Not significant

(source: data processing, 2023)

Partial analysis reveals that teaching experience (X₁) has an influence on Y, while X₂, X₃, and X₄ do not have an influence on Y. The simultaneous (F-test) examination, where a significance value (sig) < 0.005 indicates an influence among variables, yielded a sig value of 0.000, which leads to the conclusion that, simultaneously, the X variables have an impact on the Y variable. To assess the extent of the relationship between X and Y, we can observe the R-squared (R²) value, which is 0.735. When compared to the value of r, it indicates a strong correlation. There is a strong relationship among teaching experience, cultural, administrative, and structural factors in career advancement.

To determine the extent to which each factor influences the outcome, the following quantitative data results are considered. The cultural factor is related to habits carried out in written or oral language. Written language is conveyed through articles, textbooks, or spoken language as a source or teaching activity. Below is a graph illustrating the preferred habits.

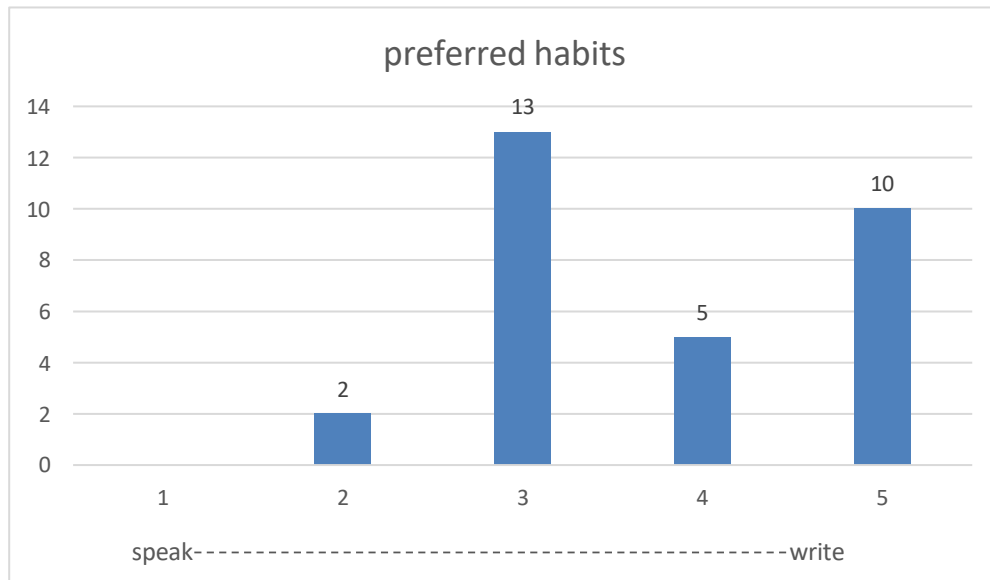


Figure 2. Graphic of preferred habits
(source: data processing, 2023)

The preferred habits, rated on a scale of 1 to 5, are predominantly clustered around the midpoint of the scale, with a majority of respondents selecting 3. This indicates that respondents equally favor both writing and speaking, with 45% expressing this preference. Overall, respondents show a greater inclination towards writing rather than speaking.

The expression of ideas and concepts can be effectively accomplished through participation in national or international seminars, either as speakers or participants. The following chart illustrates this distribution

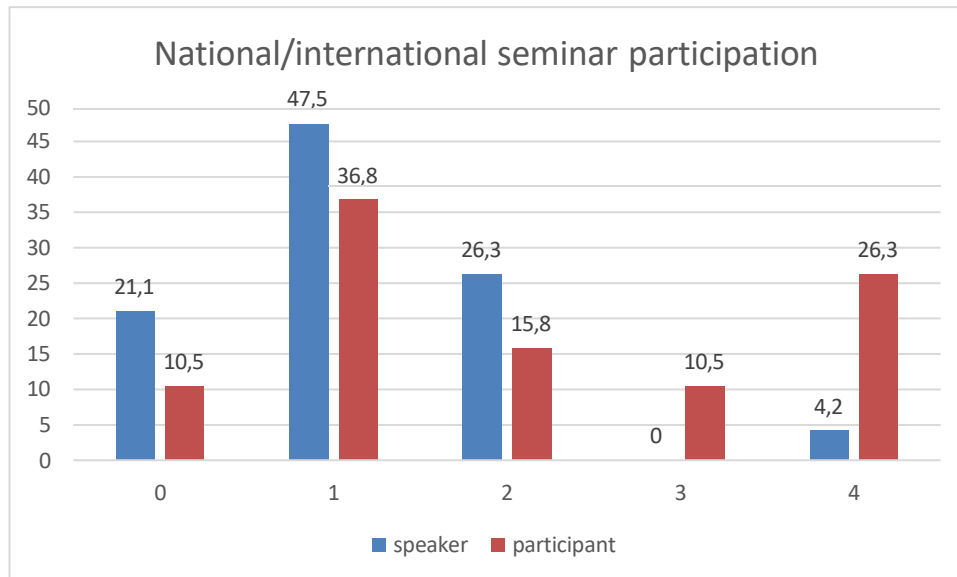


Figure 3. Diagram of participation in national/international seminar in a year
(as speaker or participant)
(source: data processing, 2023)

Based on the diagram, the majority of respondents, 47.4%, participate as speakers in 1 national/international seminar per year, while 36.8% participate as attendees. Respondents who reported involvement in more than 4 national/international seminars as speakers in a year accounted for 5% of the total. Being a speaker at seminars is considered recognition of one's academic expertise, which can be shared in scholarly forums. Additionally, there were respondents who did not participate as speakers or attendees in national/international seminars, with 21.1% and 10.5% respectively. Participation in seminars is seen as an effort to acquire new and ever-evolving knowledge.

In addition to their academic activities, respondents also engage in teaching, as indicated in the following teaching graph.

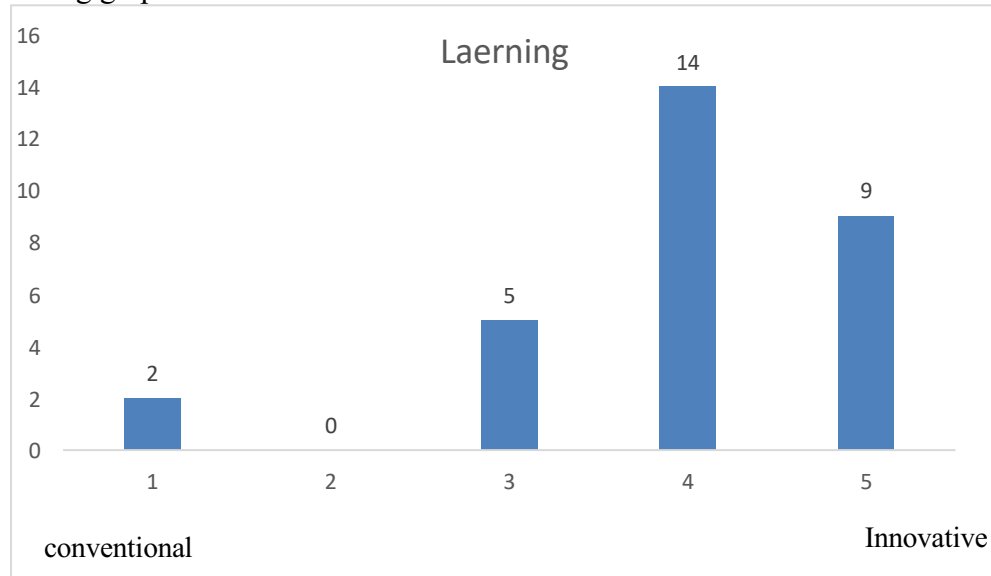


Figure 4. Graphic of most carried out learning type
(source: data processing, 2023)

Learning activities, ranging from traditional to innovative on a scale of 1 to 5, are most frequently rated at 4. This indicates a preference for innovative approaches, with 45% of respondents favoring them. In general, the respondents tend to implement innovative teaching methods more often than traditional ones.

From an administrative standpoint, the process of applying for functional positions requires supporting documents. The following graph illustrates administrative activities that support document archiving:

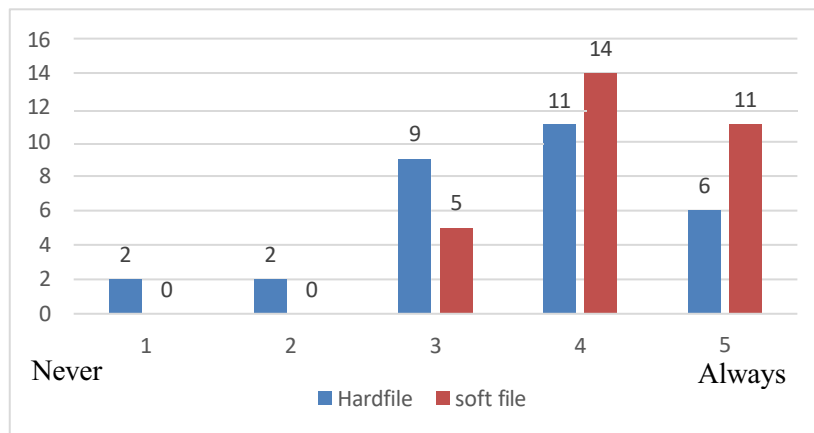


Figure 5. Archiving hardfile and softfile documents
(source: data processing, 2023)

The respondents archive letters, statement letters, certificates, and documents in both hardcopy and softcopy formats, with a higher preference for softcopy archiving. In general, respondents tend to archive a greater quantity of soft documents such as letters, certificates, and softcopy files, which can be used as attachments in promotion applications, owing to their convenience

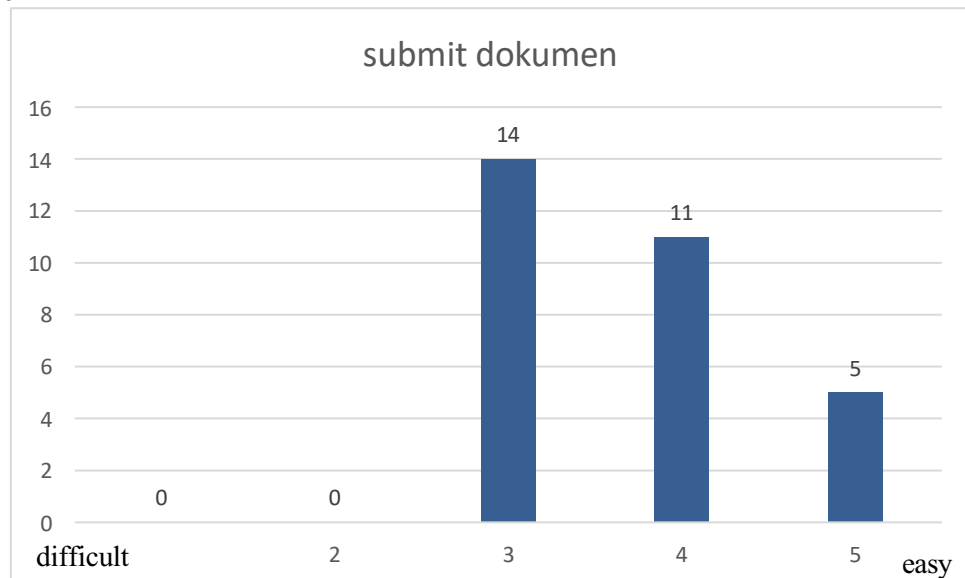


Figure 6. Providing documents
(source: data processing, 2023)

Respondents are able to submit documents for inclusion in the promotion application on a scale of 1 to 5, ranging from difficult to easy. Currently, 47% of the respondents find it neither difficult nor easy to provide documentary evidence when applying for promotion. In general, respondents are not experiencing significant difficulties in attaching documents.

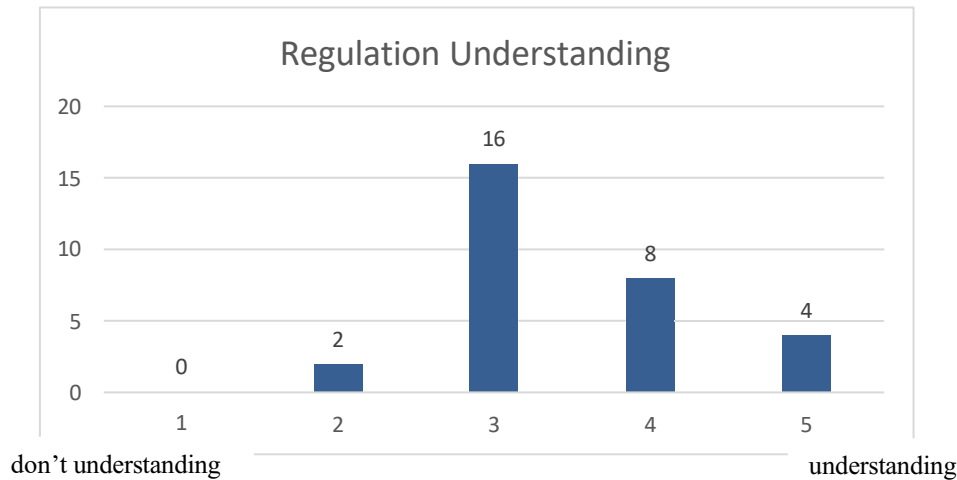


Figure 7. Regulation understanding
(source: data processing, 2023)

The respondents have a clear understanding of the promotion regulations and they archive letters/SK/certificates in hard copy format on a scale of 1 to 5. The majority of respondents, to a large extent, fall into the category of level 4, indicating that they tend to archive documents more frequently, accounting for approximately 40%. In general, the respondents predominantly archive documents such as letters/SK/certificates in hard copy format, which can be used as attachments in the promotion application.

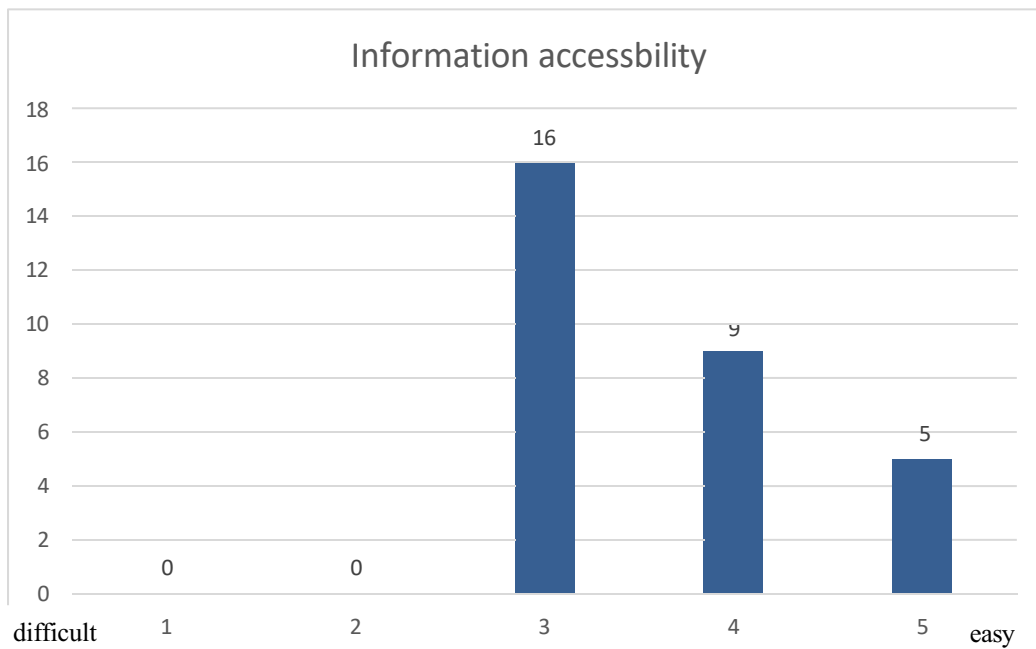


Figure 8. information accessibility
(source: data processing, 2023)

The respondents could access information about promotions on a scale ranging from 1 (difficult) to 5 (easy), with the majority ranking it as 3, indicating a moderate level, at 47.4%. In general, respondents did not encounter any significant difficulties in accessing information about promotions. None of them reported facing any challenges when accessing information related to promotions.

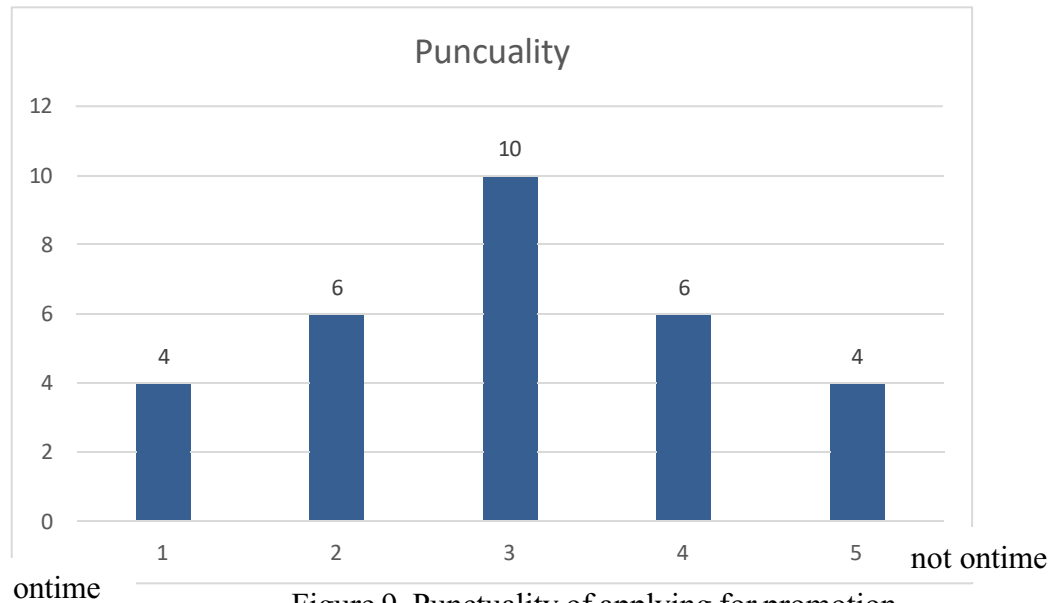


Figure 9. Punctuality of applying for promotion
(source: data processing, 2023)

The punctuality of respondents in submitting promotion requests varies, with the majority falling into the category of 'moderate,' accounting for 31.6% of respondents. Only 15.8% of respondents submitted their promotion requests on time, considering the standard promotion cycle of every two years. Continuous monitoring is needed for those who do not adhere to the promotion schedule

4. Discussion

Individually, only the length of teaching experience influences the advancement in functional positions. The longer one has been teaching, the higher their functional position tends to be. Supporting factors for this phenomenon include a high level of interest, motivation, needs, and experience, which are constructed into a solid and accurate self-conception [11]. The research findings indicate that work experience has a positive and significant impact on promotion, job performance has a positive and significant impact on job promotion, and employee loyalty also has a positive and significant impact on promotion [12]. Work experience and academic qualifications rank highest, and employees concur that both are influential factors in promotion [13].

Furthermore, it is observed that the higher one's functional position, the better their job performance. Promotion has a positive and significant impact on employee performance [14]. The results reveal that: 1) Job Promotion has an effect on Career Development, and Career Development has an effect on Performance [10]. Notably, job promotion significantly affects the performance of local government employees in Makassar [15]

The preferred habits, rated on a scale from 1 to 5, mostly fall within the scale of 3, meaning that they are predominantly in the middle range. This indicates that respondents equally enjoy both writing and speaking, with approximately 45% expressing their preference in this manner. Generally, respondents show a greater inclination towards writing as opposed to speaking. The demands of the three pillars of higher education—teaching, research, and community service—require individuals to express their thoughts in written form. Consequently, respondents have become accustomed to articulating their ideas in written language. The more written works that are published, the greater the opportunity to disseminate ideas, perspectives, and thought patterns that can be read by others. Written works can be published in various forms, such as academic articles in journals, proceedings, online media, or instructional/reference/monograph books. Determining factors for the promotion and academic position of professors include research activities and the management system of the Credit Score Submission (PAK) [16].

In addition to conveying thoughts in writing, the expression of ideas can be done verbally, typically through activities such as seminars, symposiums, conferences, or similar events. The majority of respondents, specifically 47.4%, participate in at least one national or international seminar as speakers annually. A small percentage, 5%, indicated that they engage as speakers in more than four national or international seminars per year. Serving as a speaker in seminars is a recognition of one's knowledge and expertise, which is presented in academic forums, whether at the local or international level. Becoming a frequent speaker undoubtedly enhances one's social skills [17]. Apart from being speakers, many respondents also participate as attendees in various academic forums. Approximately 36.8% of respondents attend at least one national or international seminar as participants each year, while 10% attend three such seminars annually. Encouragement should be given to become more active in various academic forums, which will contribute to the development of new soft skills. Continuous engagement with evolving knowledge is necessary to adapt to the demands of the changing times. Research findings indicate that over the past three years, the performance scores of lecturers in the field of research and academic publication have improved for all job position groups [18]. *'We are already conducting academic activities, especially with online events; there are ample opportunities, at the very least as participants,'* noted one respondent (AN, 2023).

In general, the respondents tend to apply innovative teaching methods more than conventional ones, aligning with the broader objective of higher education, which includes teaching. Innovative teaching involves keeping pace with the current era by employing methods that encourage critical thinking, problem-solving, and contextual learning. Various teaching tools and materials need to be curated to serve as sources for innovative learning. The application of assessment tools through digital media simplifies the teaching process. The earnestness in teaching and educating, community learning through direct interaction or communication, and the ability to articulate and express thoughts and ideas are competencies highly valued in designing and developing innovative learning approaches [19].

In general, the respondents prefer to archive documents, such as letters, official documents, and certificates, in hardcopy format, which can be used as attachments when applying for promotions. Digitizing document records can streamline the promotion process, eliminate the need for large storage spaces vulnerable to damage or loss, and enhance security and efficiency in the promotion process. Some applications enable the motivation to create a system for organizing digital documents related to the Three Pillars of Higher Education for lecturers (*Tri Darma*), facilitating easy and secure storage and retrieval. Transmitting documents to educators' email addresses improves work efficiency in document management and is environmentally friendly due

to reduced paper usage [20]. *'The regulations for promotion require documents to be prepared in both hardcopy and softcopy formats, and when there is a hardcopy, it must also have a softcopy counterpart,'* as stated by one respondent (AN, 2023).

The respondents have a limited understanding of the promotion regulations, and there are challenges in comprehending the rules governing the promotion process, necessitating assistance from administrative staff in composing promotion and position advancement proposals. A significant portion of employees appears to struggle with comprehending and implementing the regulations [21]. The understanding of lecturers regarding the requirements for promotion and academic positions is crucial [16]. Respondents submit the necessary documents, and then they are assisted by administrators in data input and calculations in accordance with the promotion and functional position advancement operational guidelines. *'This becomes a challenge if administrative staff also do not understand the rules, which can lead to difficulties in document preparation, calculation, and attachment. Cooperation between respondents and administrative staff is necessary for this process,'* as mentioned by one respondent (AN, 2023). If respondents attempt to complete the process themselves, they often encounter difficulties as they need to carefully and thoroughly read and understand the regulations governing the promotion process. Research findings indicate that the majority already have knowledge and understanding of the regulations.

In general, the respondents do not encounter difficulties in accessing information related to promotion. None of them face any challenges in accessing such information. The use of applications in the promotion process facilitates monitoring the progress of promotion. If any required documents are missing, the unit operator informs the respondent who is applying for promotion to promptly complete them. This process streamlines revisions, rejections, or any other issues that may hinder the continuation of the process. This statement aligns with the viewpoint of a key informant: *'Information through intensive socialization and communication streamlines the promotion process'* (AN, 2023).

Only a small fraction of the respondents consistently apply for promotions on time. Continuous monitoring is necessary for those who do not initiate the promotion process in a timely manner. Regular and ongoing monitoring should ensure that respondents submit their promotion applications every two years promptly. *'There is a need for an automated system to track promotions; currently, the monitoring of promotion timelines is still manual,'* as suggested by one respondent (AN, 2023). Continuous monitoring can serve as a motivator for respondents to meet their promotion deadlines punctually.

Structural obstacles, such as the multi-level assessment process, often lead to delays in the evaluation process, especially when there are shortages, resulting in protracted timelines. External factors, originating from outside the workforce, can hinder promotions when the assessment team lacks competence in evaluating and when senior leadership's support for employees' achievements is insufficient [22]. Factors influencing the service quality of Civil Servant promotion processing at the Regional Civil Service Agency (BKD) in Enrekang Regency include Human Resources (HR) competence, infrastructure, facilities, and regulations, as well as service systems [23]

5. Conclusion

Quantitatively, it can be observed that only the length of teaching experience partially influences the promotion process. Qualitatively, factors affecting continuous professional development can be attributed to cultural, administrative, and structural aspects. The implementation of the three pillars of higher education has been carried out. In the field of

teaching, respondents predominantly employ innovative teaching methods. In the domains of research and community service, respondents engage in research and community service projects that are published in national and international journal articles and proceedings. Cultural barriers are not a major issue, as respondents tend to prioritize written communication over oral communication. Numerous publications result from research and community service activities. Challenges arise when progressing from lecturer to senior lecturer or from senior lecturer to full professor, with specific requirements serving as constraints.

Administratively, document archiving and presentation are easily accomplished. Digital documentation or storage of each work aids in the compilation and presentation of the List of Credit Score Proposal Submissions (*DUPAK*). Some respondents have a limited understanding of the promotion criteria and, therefore, require collaboration with technical/administrative teams for the collection, organization, and attachment of the necessary documents. Only a small percentage of respondents apply for promotion regularly every two years. Structural obstacles, including limited and hierarchical assessors, contribute to prolonged evaluation processes, especially when there are staff shortages, further extending the timeline.

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