



## Edukatif: Jurnal Ilmu Pendidikan

Volume 4 Nomor 5 Oktober 2022 Halaman 6464 - 6472

<https://edukatif.org/index.php/edukatif/index>

### Teacher Culture and Community Trust Crisis

Makmur Syukri<sup>1✉</sup>, Amiruddin Siahaan<sup>2</sup>, Uswatun Hasanah<sup>3</sup>, Retno Pringadi<sup>4</sup>

State Islamic University of North Sumatra Medan, Indonesia<sup>1,2,3,4</sup>

e-mail : [makmursyukri@uinsu.ac.id](mailto:makmursyukri@uinsu.ac.id)<sup>1</sup>, [amiruddinsiahaan@uinsu.ac.id](mailto:amiruddinsiahaan@uinsu.ac.id)<sup>2</sup>, [uswacaem5@gmail.com](mailto:uswacaem5@gmail.com)<sup>3</sup>, [pringadi@gmail.com](mailto:pringadi@gmail.com)<sup>4</sup>

#### Abstrak

Guru merupakan simbol utama dalam pendidikan, budaya kerja yang ditampilkan guru akan menjadi citra bagi lembaga pendidikan. Penelitian ini berupaya mendeskripsikan tentang budaya guru dan krisis kepercayaan masyarakat. Adapun jenis penelitian ini termasuk kualitatif dengan metode studi kepustakaan. Sumber data dan bahan analisis kajian dikutip dari laman kredibel *Google Scholar*, *DOAJ*, *SINTA* berupa buku, artikel ilmiah, prosiding, dan tugas akhir (skripsi, tesis, disertasi). Hasil penelitian ini menunjukkan bahwa telah terjadi krisis kepercayaan masyarakat terhadap budaya mengajar yang ditampilkan oleh guru. Krisis kepercayaan masyarakat terhadap lembaga pendidikan didasarkan pada kualitas pengajaran yang ditampilkan oleh guru. Hal ini ditinjau dari citra lembaga pendidikan yang mengalami penurunan kepercayaan dari masyarakat. Begitupun, tuntutan eksternal kepada guru terus meningkat untuk menciptakan budaya (iklim) belajar yang kondusif dan religius. Melalui penelitian ini, diharapkan dapat menjadi khazanah keilmuan terkait menciptakan budaya kinerja guru yang dapat dipercaya oleh masyarakat.

**Kata Kunci:** Budaya Guru, Krisis Kepercayaan Masyarakat, Lembaga Pendidikan.

#### Abstract

*The teacher is the main symbol in education, the work culture displayed by the teacher will be an image for educational institutions. This study attempts to describe the teacher's culture and the crisis of public trust. The type of this research includes qualitative with literature study method. Sources of data and study analysis materials are quoted from credible pages of Google Scholar, DOAJ, and SINTA in the form of books, scientific articles, proceedings, and final assignments (thesis, thesis, and dissertation). The results of this study indicate that there has been a crisis of public confidence in the teaching culture displayed by the teacher. The crisis of public confidence in educational institutions is based on the quality of teaching displayed by teachers. This is seen from the image of educational institutions that have decreased trust from the public. Likewise, external demands on teachers continue to increase to create a conducive and religious learning culture (climate). Through this research, it is hoped that it can become a scientific treasure related to creating a culture of teacher performance that can be trusted by the community.*

**Keywords:** Teachers Culture, Community Trust Crisis, Educational Organization.

#### Histori Artikel

Received	Revised	Accepted	Published
23 Juli 2022	02 Agustus 2022	08 Agustus 2022	01 Oktober 2022

Copyright (c) 2022 Makmur Syukri, Amiruddin Siahaan, Uswatun Hasanah, Retno Pringadi

✉ Corresponding author :

Email : [makmursyukri@uinsu.ac.id](mailto:makmursyukri@uinsu.ac.id)

DOI : <https://doi.org/10.31004/edukatif.v4i5.3727>

ISSN 2656-8063 (Media Cetak)

ISSN 2656-8071 (Media Online)

## INTRODUCTION

The teacher is a symbol of the main figure in the world of education (Oviyanti, 2017: 75-97). The teacher's role is very central in the learning process. Because, the teacher is not only tasked with transferring knowledge or scientific insight to students, more than that the teacher is also tasked with inspiring and motivating students to be enthusiastic about learning independently (Ruyadi, 2010: 577-595). This is intended to develop the self-potential and attitudes of learners in addressing various learning problems.

Learning independence is a meeting point between students and success (success) (Rijal & Bachtiar, 2015: 15-20). Students who have independent learning reflect self-reliance and full awareness of the importance of learning. The intrinsic motivation of independent students is greater than having to accept extrinsic motivation. Efforts to foster an attitude of independent learning in students start from internalizing the awareness of teachers about their professional rights and obligations (Aini & Taman, 2012).

A positive, religious and conducive cultural climate in the educational environment, starting from the application of disciplined institutional rules. The reflection of the discipline practiced by the teacher will become a character for the institution, and be followed by the students (Sundayana, 2016: 75-84; Luthfi, 2019: 61-86). How come? The reality in society is how many students get punished for being late to school but do not get an appreciation for their discipline (the less effective practice of reward & punishment at school). Likewise, the reality of late students being punished, while late teachers are tolerated.

The phenomena that appear above are some of the realities that are present in the community as a result of the not-yet conducive learning environment (climate) in educational institutions (Mulyaningsih, 2014: 441-451). Furthermore, this phenomenon displays a teacher's teaching culture that is not relevant to his profession as an educator and creates an attitude of distrust from the community. In turn, educational institutions get a negative image and a crisis of trust from the public (Bungsu, *et.al.*, 2019: 382-389).

The crisis of public confidence in the culture or performance of teachers is a vital problem that must be immediately resolved by education providers (Hakim, 2019: 121-139). The crisis of culture and trust has become the basis for principals and education administrators to find alternative solutions to develop teacher creativity (Suprayogi, *et.al.*, 2017: 132-140). The main purpose of these activities is to foster a sense of trust, enthusiasm for learning, and student achievement motivation. Thus, efforts to develop a positive and productive learning culture start by raising teacher awareness and motivation in carrying out the profession (Padjrin, 2016: 1-14).

Furthermore, a positive culture and active performance of teachers in the education unit support the improvement of the work of all members of the institution (institution) (Ainun, 2022). Creative principals, outstanding students, and a beautiful educational environment will be evidence of an integral (integral) related to the performance (culture) of active teachers (Djoeffan, 2001: 284-300). In this context, it is also a reflection for the public to evaluate the image of the institution positively. Thus, efforts to raise teacher awareness are the joint task of educational institution administrators as the "spirit" or "heart" to drive creative and positive institutional management.

Relevant research on teacher culture and the crisis of public trust has been examined separately in various previous studies. Among them are discussing aspects of character development based on local wisdom (Asriati, 2012; Budiutomo, 2014; Rahmat, *et.al.*, 2017: 229-243), local content education (Nafisah, 2016: 451-468), global era education development challenges (Oviyanti, 2016: 267-282), application of learning models (Wahyuningsih, 2018), learning management in schools (Temu & Sutarna, 2017), application of the noble values of society (Kholis, 2016), educational environment and character building (Ramdhani, 2017: 28-37; Suratno, 2010: 515-530), public relations and management of educational institutions (Irawati, 2014), and portraits of the millennial generation (Poluakan, 2019: 187-197).

Observing the relevant studies above, obtained a gap analysis or study distinction related to the teaching profession above, namely from the aspect of analyzing the factors causing the crisis of public confidence in

teachers and educational institutions, as well as efforts to foster a conducive learning culture in educational institutions as a solution to the problem of the crisis of trust. Furthermore, the theme is summarized in the research title, "*Teacher Culture and the Crisis of Community Trust*". Through this research, it is hoped that it will become a scientific reference for education practitioners in creating a conducive learning climate through optimal teacher empowerment in schools.

## METHOD

This study uses a qualitative approach with a literature study method (Assingkily, 2021). The focus of the discussion is on teacher culture and the crisis of public trust, including the causes and solutions to these problems. Sources of research data obtained from credible pages include Google Scholar (Google Scholar), DOAJ, Moraref, and Sinta. Materials for analysis of research studies include books, scientific articles, proceedings, and final assignments (thesis, thesis, or dissertation). To check the validity of the data, researchers used study analysis materials. In the end, the research data will be presented in the form of a description of there is relevance between the research findings and previous relevant research. Thus, the research results can be a new recognition for use by the wider community.

## RESULTS AND DISCUSSION

### The Crisis of Teacher Culture and Community Trust

Teacher culture is a polarization of educational values, personality, and social principles, as well as a learning climate (environment) that naturally forms in educational institutions (Febriantina, *et.al.*, 2018: 120-131). This formation occurred over a relatively long period, became a guideline for all teachers, and became a reference for teacher behavior in schools. In detail, the formation of teacher culture is included in applicable regulations or norms (national curriculum, education unit policies, and local wisdom) (Purwoko, 2018: 150-162).

The formation of teacher culture is dynamic (Handayani & Rasyid, 2015: 264-277). That is, it is not absolute and rigid for the teacher to practice, but is given the freedom to be creative according to the teacher's competence and still refers to the applicable principles and rules. Teacher cultural guidelines are also relevant and universal to be applied by all teachers, in terms of the process, needs, and welfare of teachers. This is an integrated effort in the teacher's social sphere (Abdullah, 2016).

The teaching profession is carried out by various characters and different individual backgrounds (teachers). To harmonize these differences (become a unity), a system that binds and guides teachers is needed (Setiyati, 2014: 200-206). The culture that is formed does not just equate the "rhythmic movement" of teacher practice in carrying out the profession but becomes the order of the value system as a work reference. Thus, teachers are required to dedicate their service integrally, dynamically, rich in ideas, and absorb and channel various aspirations (needs) of the community.

The process of forming a teacher culture is not an instant thing, it requires the expertise of various parties in highlighting the historical series of teachers in Indonesia, the socio-cultural system of society, and the welfare of the teachers' lives (Billy & Taat, 2020: 207-216). This review is the basis for making teacher cultural guidelines because the teacher is a symbol of the quality and success of educational institutions (Pakpahan, *et.al.*, 2019: 131-138). Furthermore, efforts to create a dedicated teacher culture are a reflection of the image and characteristics of an educational institution.

A service is a form of embodiment of the quality of educational institutions, especially practiced by teachers. This is based on the aspirations of the community to send their children to school to become a superior generation, have character, and are sensitive to the surrounding environment. To provide good service, fixing teacher culture is the main task, because teachers deal directly with students' daily lives, and contribute a lot to students' personalities (Suhayati, 2013).

Reflection and evaluation are the two main points that must be carried out to respond to the very rapid development of the times. This shows that teachers must continue to learn throughout life to explore the forms of teaching creations given to students because each student has a different period and development. Teachers are also required to be able to help students achieve a high level of productivity in the learning process (Manik & Bustomi, 2011: 97-107).

The enormous demands on teachers, both administratively and academically, become a challenge and opportunity for a teacher's career. However, the teacher's negligence in seeing these challenges led to a crisis of public confidence. How many educational institutions have to close because their existence is not recognized by the community, and how many educational institutions get a bad image due to the behavior of teachers who are not commendable and even act immorally? People's concerns about the future of their children make parents/guardians of students very careful in choosing the right educational institution for their children.

Teacher culture as a conceptual guideline is practiced in the form of daily activities in the form of classroom learning, extracurricular activities, and other school programs. The contextualization of teacher culture is intended to provide special points or new added values in giving birth to a superior generation or quality human resources (HR). The teaching profession is not an easy task, so it requires guidelines in practice and has a clear and measurable orientation (Asbari & Novitasari, 2020: 50-60).

The culture of creative and effective teachers is directly proportional to the trust of the community (positive image of the institution). On the other hand, a teacher culture that is not directed and tends to be lazy is in line with the crisis of trust in the community (negative image of educational institutions). The purpose of teacher culture is not just an effort to form the principles or guidelines for teachers in their work, it is not even just giving birth to a quality generation. More than that, teacher culture becomes a "spirit" that changes the order of values in the administration of educational institutions, works dedicatedly and sincerely, and seeks to create a positive, conducive, and religious climate in schools.

### **Efforts to Develop Teacher Culture and Erase the Crisis of Public Trust**

The development of teacher culture is not a task between individuals but is collaborative and integral between individual values, the organization of educational institutions, as well as a broad scope in the form of community aspirations (Purwanto, *et.al.*, 2020: 50-63). This shows the order of policy or norm-based teacher culture development that pays attention to common interests, not to certain individuals or groups so that a quality generation is born and nurtured. Furthermore, this effort aims to create a positive image in the implementation of education in schools.

Teacher culture is guided by two main focuses, namely creating an orderly atmosphere based on the institution's internal policies and being the control of teaching practices implemented by teachers. This is done so that internal policies are not only written on meeting reports or foster pictures on school walls but become the basis for movement and a feeling of belonging to fully contribute to the institution (Handayani, *et.al.*, 2020: 77-87). Furthermore, the teacher's cultural guidelines are also the principal boundaries regarding the rights and obligations of teachers.

The need for educational institutions in making teacher cultural guidelines is intended to avoid personal interests or certain groups in schools, acts of KKN (Corruption, Collusion, Nepotism), and the power of the dynastic system (Karwan, *et.al.*, 2017: 77-87). This kind of application will make assessment, appreciation, and punishment in schools carried out in a fair and dignified manner. The institutional operations are effective, objective, rational, formal, and flexible. That is, all teachers get the same treatment, only the level of responsibility and dedication that makes a difference.

In practice, teachers continue to carry out their duties according to the job description that has been regulated in school policy. Likewise, the culture in question does not emphasize teachers on excessive workloads but provides assignments as well as opportunities to collaborate with fellow teachers. On this basis,

teachers are also grouped according to the field of study being taught, for example, the Subject Teacher Consultation (MGMP) or Teacher Working Group (KKG) (Hidayat, *et.al.*, 2020: 189-206).

The integration of teacher culture that goes well, starting from good conceptual planning, to effective implementation (contextuality), requires reflective and evaluative steps to fix the teacher cultural guide system (Dahlan, *et.al.*, 2020: 218-225). This is based on the prevalence that occurs in society, that technological developments are increasingly rapid, and the community's need for the presence of superior human resources is increasing. Of course, schools or educational institutions are responsible through their teachers to create a conducive, effective, and religious culture to eliminate the crisis of trust experienced by the community.

### **Teacher's Cultural Perspective to Overcome the Crisis of Community Trust**

Public trust is an absolute thing that must be obtained by education providers. The main milestone in taking the "heart or trust of the community" is in the quality of graduates and the quality of teaching (teachers) (Siswoyo & Hotimah, 2021: 51-56). On this basis, it is necessary to pay attention to harmonization between "school residents", transparency of learning and assessment systems, and to channel positive energy to each other through religious and productive activities. For this reason, a conducive climate in educational institutions becomes a unified whole in shaping teacher culture.

Teacher culture as a guideline for teachers in schools aims to overcome the crisis of trust experienced by the community. How come? People's orientation to wealth or materialistic nature is often the benchmark for sending children to school. More than that, children need guidance, direction, advice, and integral character development as provisions for the future.

The level of community responsibility and demands on teachers is considered to be the main trigger for the crisis of public trust (Oktaviani, 2015). This is because the guardians of students always expect their children to have quality and achievement in school, but it is not balanced with reinforcement when they are in the family or community environment. On the other hand, teachers also have enormous responsibilities administratively and academically in carrying out the teaching profession.

Thus, the integrative values of the individual, social, and community make the teacher's cultural guidelines considered capable of creating a conducive, effective, and religious learning climate in society. Furthermore, the study of teacher culture is also considered the main guide in efforts to overcome the lazy and hopeless attitude of teachers in teaching, because teachers are aware of the duties, rights, and responsibilities of the teaching profession. On this basis, it is hoped that it will have a good impact on the image of the institution and the return of public trust in educational institutions.

Referring to the findings above, it is understood that school culture is highly dependent on teacher performance culture. In line with this, Abdullah (2017: 35-49) explains the central role of teachers in schools in determining productive steps and the quality of graduates from educational institutions. On the other hand, Research Oktiani (2017: 216-232) concludes that the need for creative teachers is a latent problem in Indonesia. For this reason, teacher competence should not only be written on a competency certificate record but must be proven in real terms in educational achievement.

Another opinion was expressed by Syaikhudin (2013: 301-318), that learning as the core of education must be initiated by creative and innovative educators. This is intended to realize a quality education system from all existing components, including quality graduates, superior image, and accreditation of institutions, to outstanding educators (Setiono & Rami, 2017: 219-236). On this basis, the leadership of the principal is needed to overcome the problem of the crisis of public trust in teachers.

Based on the description above, it can be understood that the crisis of teacher confidence stems from various factors, ranging from low teacher competence, non-objective teacher recruitment, low leadership skills of principals, and lack of achievement in educational institutions. The impact of these various factors is the low quality of graduates. For this reason, the culture of improving teacher performance and competence must

continue to be improved, to create superior educational institutions and quality graduates, to be able to restore the good image of the institution in the community.

## CONCLUSION

Based on research and discussion, it can be concluded that there has been a crisis of public confidence in the teaching culture displayed by the teacher. This is seen from the image of educational institutions that have decreased trust from the public. Likewise, external demands on teachers continue to increase to create a conducive and religious learning culture (climate). The efforts made to overcome this include; the emotional maturity of teachers, participation between parties who are seen as equal or equal, building trust between parties, understanding each other, respecting each other, and being open-minded (accepting various inputs from others). Through this research, it is hoped that it can become a scientific treasure related to creating a culture of teacher performance that can be trusted by the community.

## REFERENCES

- Abdullah, A.A. (2016). "Peran Guru dalam Mentransformasi Pembelajaran Matematika Berbasis Budaya" *Prosiding Seminar Nasional Matematika dan Pendidikan Matematika*.  
<https://jurnal.fkip.uns.ac.id/index.php/snmpm/article/view/10895>.
- Abdullah, R. (2017). Pembelajaran dalam Perspektif Kreativitas Guru dalam Pemanfaatan Media Pembelajaran. *Lantanida Journal*, 4(1), 35-49. <https://jurnal.ar-raniry.ac.id/index.php/lantanida/article/view/1866>.
- Aini, P.N., & Taman, A. (2012). "Pengaruh Kemandirian Belajar dan Lingkungan Belajar Siswa Terhadap Prestasi Belajar Akuntansi Siswa Kelas XI IPS SMA Negeri 1 Sewon Bantul Tahun Ajaran 2010/2011" *Jurnal Pendidikan Akuntansi Indonesia*, 10(1).  
<https://journal.uny.ac.id/index.php/jpakun/article/view/921>.
- Ainun, R.M. (2022). "Analisi Komunikasi Krisis Dinas Pendidikan Provinsi Sumatera Barat (Studi Kasus Kebijakan Sistem Zonasi PPDB Online 2020)" *Skripsi*, Universitas Andalas.  
<http://scholar.unand.ac.id/102836/>.
- Asbari, M., & Novitasari, D. (2020). "Pengaruh Aktivitas Berbagi Pengetahuan dan Mediasi Budaya Terhadap Kemampuan Inovasi Guru" *JMSP: Jurnal Manajemen dan Supervisi Pendidikan*, 5(1), 50-60.  
<http://journal2.um.ac.id/index.php/jmsp/article/view/15253>.
- Asriati, N. (2012). "Mengembangkan Karakter Peserta Didik Berbasis Kearifan Lokal Melalui Pembelajaran di Sekolah" *Jurnal Pendidikan Sosiologi dan Humaniora*, 3(2).  
<https://jurnal.untan.ac.id/index.php/JPSH/article/view/3663>.
- Billy, L.J., & Taat, M.S. (2020). "Budaya Sekolah: Hubungannya dengan Komitmen Guru" *Malaysian Journal of Social Sciences and Humanities*, 5(10), 207-216.  
<https://www.msocalsciences.com/index.php/mjssh/article/view/511>.
- Budiutomo, T.W. (2014). "Membangun Karakter Siswa Melalui Pendidikan 'Ungguh Ungguh' di Sekolah" *Academy of Education Journal*, 5(2). <https://jurnal.ucy.ac.id/index.php/fkip/article/view/117>.
- Bungsu, T.K., Vilarde, M., Akbar, P., & Bernard, M. (2019). "Pengaruh Kemandirian Belajar Terhadap Hasil Belajar Matematika di SMKN 1 Cihampelas" *Journal on Education*, 1(2), 382-389.  
<http://jonedu.org/index.php/joe/article/view/78>.
- Dahlan, M., Arafat, Y., & Eddy, S. (2020). "Pengaruh Budaya Sekolah dan Diklat Terhadap Kinerja Guru" *Journal of Education Research*, 1(3), 218-225. <https://www.jer.or.id/index.php/jer/article/view/25>.
- Djoeffan, S.H. (2001). "Gerakan Feminisme di Indonesia: Tantangan dan Strategi Mendatang" *Mimbar: Jurnal Sosial dan Pembangunan*, 17(3), 284-300. <https://www.neliti.com/publications/155908/gerakan-feminisme-di-indonesia-tantangan-dan-strategi-mendatang>.

- 6470 *Teacher Culture and Community Trust Crisis - Makmur Syukri, Amiruddin Siahaan, Uswatun Hasanah, Retno Pringadi*  
DOI: <https://doi.org/10.31004/edukatif.v4i5.3727>
- Febriantina, S., Lutfiani, F.N., & Zein, N. (2018). "Pengaruh Budaya Organisasi Terhadap Kinerja Guru" *Tadbir Muwahhid*, 2(2), 120-131. <https://core.ac.uk/download/pdf/228440776.pdf>.
- Hakim, M.N. (2019). "Manajemen Hubungan Masyarakat dalam Mengembangkan Lembaga Pendidikan (Studi Kasus di SMK Negeri 1 Dlanggu Mojokerto)" *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam*, 4(1), 121-139. <https://e-journal.ikhac.ac.id/index.php/nidhomulhaq/article/view/245>.
- Handayani, E., Lian, B., & Rohana, R. (2020). "Kinerja Guru Ditinjau dari Pengaruh Budaya Organisasi dan Gaya Kepemimpinan Kepala Sekolah" *JMKSP: Jurnal Manajemen, Kepemimpinan, dan Supervisi Pendidikan*, 6(1), 77-87. <https://ummaspul.e-journal.id/edupsyscouns/article/view/412>.
- Handayani, T., & Rasyid, A.A. (2015). "Pengaruh Kepemimpinan Kepala Sekolah, Motivasi Guru, dan Budaya Organisasi Terhadap Kinerja Guru SMA Negeri Wonosobo" *Jurnal Akuntabilitas Manajemen Pendidikan*, 3(2), 264-277. <https://journal.uny.ac.id/index.php/jamp/article/view/6342>.
- Hidayat, T., Tanjung, H., & Juliandi, A. (2020). "Motivasi Kerja, Budaya Organisasi dan Kompetensi Terhadap Kinerja Guru pada SMK Muhammadiyah 3 Aek Kanopan" *Jurnal Manajemen Bisnis*, 17(2), 189-206. <http://jurnal.fkip.unila.ac.id/index.php/jpp/article/view/14829>.
- Irawati, D.A. (2014). "Humas dan Manajemen Krisis (Studi Deskriptif Kualitatif Peran Humas Mahkamah Konstitusi dalam Menangani Krisis Kepercayaan di Masyarakat Akibat Kasus Penangkapan Akil Mochtar Tahun 2013)" *Digilib UNS*. <https://digilib.uns.ac.id/dokumen/detail/42165>.
- Karwan, D.H., Hariri, H., & Rini, R. (2017). "Membangun Budaya Guru Pembelajar Melalui Kepemimpinan Visioner" *Jurnal Pendidikan Progresif*, 7(2), 77-87. <http://jurnal.fkip.unila.ac.id/index.php/jpp/article/view/14829>.
- Kholis, M.N. (2016). "Aplikasi Nilai-nilai Luhur Pencak Silat Sarana Membentuk Moralitas Bangsa" *Jurnal Sportif*, 2(2). <https://www.academia.edu/download/58908173/508-85-1498-1-10-2016112920190415-70624-os7ev0.pdf>.
- Luthfi, Z. (2019). "Krisis Disiplin Pendidikan Islam: Anti Pluralisme" *Paedagogia: Jurnal Pendidikan*, 7(2), 61-68. <http://download.garuda.kemdikbud.go.id/article.php?article=1282174&val=14324&title=Krisis%20disiplin%20pendidikan%20Islam%20anti%20pluralisme>.
- Manik, E., & Bustomi, K. (2011). "Pengaruh Kepemimpinan Kepala Sekolah, Budaya Organisasi dan Motivasi Kerja Terhadap Kinerja Guru pada SMP Negeri 3 Rancaekek" *Jurnal Ekonomi, Bisnis & Entrepreneurship*, 5(2), 97-107. <https://core.ac.uk/download/pdf/234663455.pdf>.
- Mulyaningsih, I.E. (2014). "Pengaruh Interaksi Sosial Keluarga, Motivasi Belajar, dan Kemandirian Belajar Terhadap Prestasi Belajar" *Jurnal Pendidikan dan Kebudayaan*, 20(4), 441-451. <http://repositori.kemdikbud.go.id/id/eprint/537>.
- Nafisah, D. (2016). "Peran Pendidikan Muatan Lokal Terhadap Pembangunan Karakter Bangsa" *Citizenship Jurnal Pancasila dan Kewarganegaraan*, 4(2), 451-468. <http://e-journal.unipma.ac.id/index.php/citizenship/article/view/1078>.
- Oktaviani, C. (2015). "Peran Budaya Sekolah dalam Peningkatan Kinerja Guru" *Manajer Pendidikan*, 9(4). <https://ejournal.unib.ac.id/index.php/manajerpendidikan/article/download/1163/971>.
- Oktiani, I. (2017). Kreativitas Guru dalam Meningkatkan Motivasi Belajar Peserta Didik. *Jurnal Kependidikan*, 5(2), 216-232. <http://ejournal.uinsaizu.ac.id/index.php/jurnalkependidikan/article/view/1939>.
- Oviyanti, F. (2016). "Tantangan Pengembangan Pendidikan Keguruan di Era Global" *Nadwa: Jurnal Pendidikan Islam*, 7(2), 267-282. <https://103.19.37.186/index.php/Nadwa/article/view/562>.
- Oviyanti, F. (2017). "Urgensi Kecerdasan Interpersonal Bagi Guru" *Tadrib*, 3(1), 75-97. <http://jurnal.radenfatah.ac.id/index.php/Tadrib/article/view/1384>.

- 6471 *Teacher Culture and Community Trust Crisis - Makmur Syukri, Amiruddin Siahaan, Uswatun Hasanah, Retno Pringadi*  
DOI: <https://doi.org/10.31004/edukatif.v4i5.3727>
- Padjrin, P. (2016). "Pola Asuh Anak dalam Perspektif Pendidikan Islam" *Jurnal Intelektualita: Keislaman, Sosial, dan Sains*, 5(1), 1-14. <http://jurnal.radenfatah.ac.id/index.php/intelektualita/article/view/720>.
- Pakpahan, G.E., Simanjuntak, J., Nababan, S., & Sudirman, A. (2019). "Pengaruh Budaya Organisasi, Komunikasi dan Kompetensi Guru Terhadap Kinerja Guru SMA Swasta Sultan Agung Pematangsiantar" *Kinerja*, 16(2), 131-138. <https://journal.feb.unmul.ac.id/index.php/KINERJA/article/view/5640/0>.
- Poluakan, M.V., Dikayuana, D., Wibowo, H., & Raharjo, S. T. (2019). "Potret Generasi Milenial pada Era Revolusi Industri 4.0" *Focus: Jurnal Pekerjaan Sosial*, 2(2), 187-197. <http://journal.unpad.ac.id/focus/article/view/26241>.
- Purwanto, A., Asbari, M., Pramono, R., Senjaya, P., Hadi, A.H., & Andriyani, Y. (2020). "Pengaruh Kepemimpinan Terhadap Kinerja Guru Sekolah Dasar dengan Keterlibatan Kerja dan Budaya Organisasi Sebagai Mediator" *EduPsyCouns: Journal of Education, Psychology and Counseling*, 2(1), 50-63. <https://ummaspul.e-journal.id/edupsycouns/article/view/412>.
- Purwoko, S. (2018). "Pengaruh Kepemimpinan Kepala Sekolah, Komitmen Guru, Disiplin Kerja Guru, dan Budaya Sekolah Terhadap Kinerja Guru SMK" *Jurnal Akuntabilitas Manajemen Pendidikan*, 6(2), 150-162. <https://journal.uny.ac.id/index.php/jamp/article/view/8467>.
- Rahmat, N., Sepriadi, S., & Daliana, R. (2017). "Pembentukan Karakter Disiplin Siswa Melalui Guru Kelas di SD Negeri 3 Rejosari Kabupaten Oku Timur" *JMKSP: Jurnal Manajemen, Kepemimpinan, dan Supervisi Pendidikan*, 2(2), 229-243. <https://jurnal.univpgri-palembang.ac.id/index.php/JMKSP/article/view/1471>.
- Ramdhani, M.A. (2017). "Lingkungan Pendidikan dalam Implementasi Pendidikan Karakter" *Jurnal Pendidikan UNIGA*, 8(1), 28-37. <http://journal.uniga.ac.id/index.php/JP/article/view/69>.
- Rijal, S., & Bachtiar, S. (2015). "Hubungan Antara Sikap, Kemandirian Belajar, dan Gaya Belajar dengan Hasil Belajar Kognitif Siswa" *Jurnal Bioedukatika*, 3(2), 15-20. <http://bioedukatika.uad.ac.id/wp-content/uploads/2015/12/3.-Jurnal-Bioedukatika-Sysamsi-rijal-15-20.pdf>.
- Ruyadi, Y. (2010). "Model Pendidikan Karakter Berbasis Kearifan Budaya Lokal (Penelitian Terhadap Masyarakat Adat Kampung Benda Kerep Cirebon Provinsi Jawa Barat untuk Pengembangan Pendidikan Karakter di Sekolah" *Proceedings of The 4th International Conference on Teacher Education*, 577-595. [http://file.upi.edu/Direktori/PROCEEDING/UPI-UPSI/2010/Book\\_3/MODEL\\_PENDIDIKAN\\_KARAKTER\\_BERBASIS\\_KEARIFAN\\_BUDAYA\\_LOKAL\\_\(Penelitian\\_terhadap\\_Masyarakat\\_Adat\\_Kampung\\_Benda\\_Kerep\\_Cirebon\\_Provinsi\\_Jawa\\_Barat\\_untuk\\_Pengembangan\\_Pendidikan\\_Karakter\\_di\\_Sekolah\).PDF](http://file.upi.edu/Direktori/PROCEEDING/UPI-UPSI/2010/Book_3/MODEL_PENDIDIKAN_KARAKTER_BERBASIS_KEARIFAN_BUDAYA_LOKAL_(Penelitian_terhadap_Masyarakat_Adat_Kampung_Benda_Kerep_Cirebon_Provinsi_Jawa_Barat_untuk_Pengembangan_Pendidikan_Karakter_di_Sekolah).PDF).
- Setiono, P., & Rami, I. (2017). Kreativitas Guru dalam Menggunakan Media Pembelajaran di Kelas V Sekolah Dasar. *Jurnal Gentala Pendidikan Dasar*, 2(2), 219-236. <https://online-journal.unja.ac.id/gentala/article/view/6808>.
- Setiyati, S. (2014). "Pengaruh Kepemimpinan Kepala Sekolah, Motivasi Kerja, dan Budaya Sekolah Terhadap Kinerja Guru" *Jurnal Pendidikan Teknologi dan Kejuruan*, 22(2), 200-206. <https://journal.uny.ac.id/index.php/jptk/article/view/8931>.
- Siswoyo, A.A., & Hotimah, K. (2021). "Pengembangan Budaya Literasi Menulis Bagi Guru Sekolah Dasar Melalui Pelatihan Pembuatan PTK dan Artikel Ilmiah" *Abdimas Pedagogi: Jurnal Ilmiah Pengabdian kepada Masyarakat*, 4(1), 51-56. <http://journal2.um.ac.id/index.php/pedagogi/article/view/9634>.
- Suhayati, I.Y. (2013). "Supervisi Akademik Kepala Sekolah, Budaya Sekolah dan Kinerja Mengajar Guru" *Jurnal Administrasi Pendidikan*, 17(1). <https://osf.io/8a23g/download>.
- Sundayana, R. (2016). "Kaitan Antara Gaya Belajar, Kemandirian Belajar, dan Kemampuan Pemecahan Masalah Siswa SMP dalam Pelajaran Matematika" *Mosharafa: Jurnal Pendidikan Matematika*, 5(2), 75-84. [https://journal.institutpendidikan.ac.id/index.php/mosharafa/article/view/mv5n2\\_4](https://journal.institutpendidikan.ac.id/index.php/mosharafa/article/view/mv5n2_4).



- 6472 *Teacher Culture and Community Trust Crisis - Makmur Syukri, Amiruddin Siahaan, Uswatun Hasanah, Retno Pringadi*  
DOI: <https://doi.org/10.31004/edukatif.v4i5.3727>
- Suprayogi, S., Isdaryanto, N, & Lestari, E.Y. (2017). “Pendidikan Karakter Berbasis Nilai-nilai Konservasi Sosial Melalui Pembelajaran Mata Kuliah Bersama di Fakultas Ilmu Sosial” *Forum Ilmiah Sosial*, 44(2), 132-140. <https://journal.unnes.ac.id/nju/index.php/FIS/article/view/12082>.
- Suratno, T. (2010). “Memaknai Etnopedagogi Sebagai Landasan Pendidikan Guru di Universitas Pendidikan Indonesia” *Proceedings of The 4th International Conference on Teacher Education*, 515-530.  
[http://file.upi.edu/Direktori/proceeding/UPI-UPSI/2010/Book\\_3/Memaknai\\_Etnopedagogi\\_sebagai\\_Landasan\\_Pendidikan\\_Guru\\_di\\_Universitas\\_Pendidikan\\_Indonesia.PDF](http://file.upi.edu/Direktori/proceeding/UPI-UPSI/2010/Book_3/Memaknai_Etnopedagogi_sebagai_Landasan_Pendidikan_Guru_di_Universitas_Pendidikan_Indonesia.PDF).
- Syaikhudin, A. (2013). Pengembangan Kreativitas Guru dalam Proses Pembelajaran. *Lisan Al-Hal: Jurnal Pengembangan Pemikiran dan Kebudayaan*, 7(2), 301-318.  
<https://journal.ibrahimy.ac.id/index.php/lisanalhal/article/view/66>.
- Temu, T., & Utama, M.P. (2017). “Pengelolaan Karakter Sekolah Menengah Pertama Negeri 19 Purworejo” *Tesis*, Universitas Muhammadiyah Surakarta. <http://eprints.ums.ac.id/id/eprint/49844>.
- Wahyuningsih, F. (2018). “Penerapan Model Pembelajaran Ilmu Teknologi Masyarakat Terhadap Hasil Belajar IPS Siswa Kelas IV SDN Keboansikep” *PTK A2 2018 PGSD FKIP Universitas Muhammadiyah Sidoarjo*. <http://eprints.umsida.ac.id/2959/>.