

THE INFLUENCE OF TEACHERS' RESPONSES IN THE 4.0 INDUSTRIAL REVOLUTION ON TEACHER PERFORMANCE AT SMPN 1 SOPPENG RIAJA, KIRU-KIRU, BARRU

Erwin Hafid, Baharudin, Rahmat Gusnadi, Daniel Rahman

UIN Alauddin Makassar

Jl. HM Yasin Limpo No. 36 Samata, Gowa

Email: erwin.hafid@uin-alauddin.ac.id;

baharuddinjepot@gmail.com; gusnady83@gmail.com;

daniel.rahmaan@gmail.com

Abstract

This Research aims to find out the Effect of teacher's Responses in the Industrial Revolution 4.0 on Teacher Performances at SMPN 1 Soppeng Riaja Ward Kiru-Kiru Regency Barru. This research used a quantitative method with a population of teachers at SMPN 1 Soppeng Riaja totaling 37. Data collection used observation, questionnaire and documentation. Data analysis used descriptive analysis and inferential analysis used simple regression. The result of descriptive data analysis showed that teacher's responses to industrial revolution 4.0 were in the medium category with 23 respondents with a percentage of 62.2% and teacher performances in the medium category with 21 respondents out of a total of 37 respondents with a percentage of 56.75%. The results of inferential statistical analysis showed the value of $t_{count} = 195.712 > t_{table} = 2.030$. Then, the alternative hypothesis H_a is accepted and H_0 is rejected, meaning that there is an effect of the teacher's response to the 4.0 industrial revolution on teacher performance at SMPN 1 Soppeng Riaja, Kiru-Kiru village, Barru district.

Keywords: Industrial Revolution 4.0 and teacher performance

INTRODUCTION

Education is considered important in the progress of the nation, the future of the nation depends on the future generations of the nation. Education focuses on creating generations that are ready to compete in the future, of course education is also a step towards achieving the noble ideals of the Indonesian nation, namely educating the nation's life. Facing the times, education is seen as one of the most important needs in material and spiritual development to face the progress of science and technology. The role of the teacher is one of the resources that determines the success of education, especially in teaching and learning activities in schools. Teachers who are professional at work as well as creative and active are the determining factors for a quality education process so that teachers are required to be able to find identity and actualize it in accordance with the abilities and rules of professional teachers. The teacher is in charge of directing students in achieving learning goals, improving and mastering subject matter through various sources. With professional teacher performance, it is hoped that it will be one of the steps to realizing success in the world of education.

(Anwar P. Mangkunegara, 2013) says that performance (achievement) is the result of work in quality, quantity achieved by an employee in carrying out his duties in accordance with the responsibilities given to him, teacher

performance in the form of teacher work which is reflected in the implementation of their duties . In fulfilling performance, there are several factors that affect performance, among them explained by Sutermeister in (Asmin Supriyono , 2019) suggests that the factors that influence performance include: Training and work experience, education, personality attitudes, organization, leaders, social conditions, individual needs, physical conditions of the workplace, abilities, and work motivation . The existence of these influencing factors may cause teacher performance to improve or even preferably which will indirectly affect the quality of education.

Currently, the times and globalization have brought the world to the fourth industrial revolution known as the industrial revolution 4.0. This revolution is an era of disruptive innovation, where innovation is currently developing very rapidly, thereby helping to create new markets and influencing all aspects of life, being able to improve or worsen existing lifestyles, and being able to create and replace existing technologies. In other words, the industrial revolution 4.0 is a big challenge for all components in carrying out their duties and functions, especially in educational institutions.

Facing these big challenges, education is required to change, including education at the primary and secondary levels. Based on the [Tribunnews.com](https://www.tribunnews.com) article, in discussing becoming a teacher in the 4.0 education era, it was explained that the current education era is called education 4.0, because the current education era is influenced by the industrial

revolution 4.0. Education 4.0 is an education characterized by the use of digital technology in the learning process or known as the *cyber system*. This system is able to make the learning process take place continuously without the limits of space and time. Various efforts to improve the quality of education are continuously carried out by the government and education providers. One way is to pay attention to the quality of a teacher. This is done to improve the quality of education, especially the quality of teachers. The role of the teacher as an educator and is at the forefront of the duties and functions that are directly related to students. The teacher has the main task in learning at school to create a pleasant learning atmosphere so that it has a positive impact on student achievement.

In carrying out the teacher's duties in learning at school, of course the teacher is required to carry out his duties and functions in a professional manner. Based on RI Law No.14 of 2005 concerning Educators and Lecturers Article 1 on (UU Master and Lecturer, 2010) explained that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education. With the existence of statutory regulations from the state that are binding on the duties and functions of teachers in a professional manner, teachers are required to be able to carry out their duties and functions properly. The task of the teacher as a professional teacher is to direct, educate and

provide guidance to students so that they can become better future generations of the nation in the future, in the midst of an increasingly rapid development of the era and accompanied by increasingly sophisticated technological advances. The development of the era that is so fast along with increasingly sophisticated technological advances makes the role of the teacher in schools very important in developing student achievement. A teacher is expected to be able to master and utilize information and communication technology. Learning that utilizes information and communication technology optimally will be able to improve student achievement and can make it easier for teachers and students to obtain teaching materials, because it provides opportunities for students to learn dynamically and interactively, besides that students can search for teaching materials easily if they utilize technology. information and communication.

The role of a teacher as the front guard in the world of education, makes the teacher must be more observant and thorough in facing the current era of globalization. A teacher must be able to improve his competence in facing the era of revolution education 4.0, students currently facing teachers are millennials who are no strangers to the digital world and technology. Students are familiar with industry 4.0 information and technology, this is a sign that school products that are graduated must be able to answer the challenges of industry 4.0. Given these big challenges, teachers must continue to learn to improve competence so that they are able

to face millennial generation students. Don't let the term arise, students in the industrial era 4.0, study in the industrial 3.0 room and are taught by industry 2.0 and even 1.0 teachers. If this happens, our education will continue to be left behind compared to other countries that are ready to face this big change. The quality of teachers must match the performance of teachers needed in the industrial era 4.0.

At this time, it can be observed that individual and group behavior in response to the current industrial revolution is very diverse, especially teachers. With the current tendency of individuals who are familiar with technology and the ease of accessing anything using the internet with a handheld computer or smartphone, better known as Gadgets.

Until today, *smartphone penetration* of Indonesia's population is quite large, around a quarter of total population. But many more are still using regular cell phones or have no internet access. Based on statistical data, *smartphone* users are projected to only reach 28% of Indonesia's total population in 2019, up 2% from the previous year. This figure will creep slowly over the next four years, which is predicted to be around 33% of the total population of Indonesia .

Nowadays, the total population of Indonesia reaches 268.2 million people, while it is known that *mobile users* (cellphones and tablets) reach 355.5 million. This means that the circulation of smart phones and tablets is more than the total population throughout Indonesia. It can happen if one person has 2 or more devices (gadgets), especially those in the upper middle class who have a habit of always changing their

smartphones. Turning to internet users, it is recorded that there are 150 million active internet users, this means that 56% of the total population of Indonesia are already using the internet. Likewise with social media, on average more than 50% of Indonesia's population actively uses social media .

Based on these data it is known that most Indonesian people already own and operate sophisticated mobile phones with the help of the internet to make it easier for them to communicate and access the desired data. With advances in technology that are able to assist individuals in carrying out their duties as desired, so does a teacher.

Current technological advances will make it easier for teachers to carry out their duties and functions in the world of education, both to obtain suitable information in carrying out learning or other information that aims to assist teachers in carrying out their duties and functions. But on the other hand there are still teachers who lack sensitivity in dealing with any existing changes, in fact there are still many who underestimate and are also indifferent to existing developments. There are still many of the existing teachers who are not keen on utilizing existing technology and think that any developments or changes that occur do not affect the quality of what they do. Thus, unknowingly they have made a big mistake in creating the results of education in the future. Students who are faced at this time are students who live in the midst of sophistication of digital technology and the rapid development of the times. With the current advantages of the internet which is one of the advantages possessed by the

industrial revolution 4.0 and assisted by the sophistication of handheld computers or (*Gadgets*) which on average each student already has, it will make it easier for students to access whatever they want. Therefore, the task of teachers in the current era is getting bigger, to be able to create an educated generation who live with sophisticated technology by directing and guiding them to be wise in using technology, as well as helping students in the current industrial era 4.0, so they can take advantage of advances in information technology. in order to improve their quality as students in the era of education 4.0. Therefore, teachers are required to be able to master technology in order to direct and control the learning process. So that the learning provided by the teacher is in accordance with the demands that are being experienced by students in the digital era which is full of future technology today.

The era of education in the industrial era 4.0 is a very difficult challenge to face. Jack Ma (CEO of Alibaba Group) in the *2018 World Economic Forum* annual meeting, stated that education is the big challenge of this century. If we don't change the way we educate and teach, then in the next 30 years we will experience great difficulties. Education and learning that is loaded with knowledge and skills as when properly implemented. So it will produce students who are able to compete with machines.

Based on the results of preliminary observations that the researchers conducted on Tuesday, May 21 2019, the researchers found that the average teacher at SMPN 1

Soppeng Riaja had direct contact with the sophistication of the technology around them, and most of them already owned and were able to use sophisticated *smartphones* (Gadgets). which makes it easier for teachers to mass communicate with each other and also be able to obtain and disseminate global information in a fast way. In addition, the school also supports it by providing facilities in the form of *wifi* to make it easier for teachers to carry out their duties at school. Indirectly teachers without realizing they have taken advantage of and are enjoying the results of the industrial revolution 4.0, which is an era where it is easy to do something with the help of technology and the internet or what is called the *Internet of Things* (IoT) which is so sophisticated in spreading and getting information. information as needed.

Seeing the phenomena that occur at SMPN 1 Soppeng Riaja, especially for teachers, the sophistication of technology and the internet in the era of the industrial revolution 4.0 using smartphones seems to have put the world in their hands which makes it easy to get and disseminate information, in circumstances like this teachers should be able to take advantage of technology in improving the quality of its work. Nevertheless, there are still some teachers who are less creative and do not know well and are not too optimal in using every available technological facility. Some teachers who have not been able to use technology well tend to think that their performance as a teacher is not at all affected by the sophistication of existing technology, and teachers who are able to use existing technology well feel that with today's

sophisticated technological facilities it can facilitate their work as teachers and result in their performance being even better, so they often use it to get the things they need to support their performance with technological sophistication and ease of accessing information and communicating in this era. industry 4.0.

Based on this point of view, researchers are interested in conducting research related to the effect of teacher responses to the industrial revolution 4.0 on teacher performance at SMPN 1 Soppeng Riaja to find out whether there is an influence between teacher responses to industrial revolution 4.0 on teacher performance.

1. Response and Revolution Industry

(Haidlor Ali Ahmad, 2017) Response is a reaction expressed in the form of speech, attitude (psychological) and action by a person or group of people or local government officials due to the appearance of a stimulus that comes in the form of information, speech or actions carried out by another person or group . based on this understanding it can be concluded that the teacher's response in question is all forms of actions and utterances carried out by a teacher towards something he has just obtained.

(Sardiman , 1992) there is a number of describing indicators _ a response , namely : The desire to act/participate actively , read/listen to , see , generate/generate feelings , observe . These indicators will make it easier to measure and also know the level of response that is carried out in dealing with every phenomenon or event that occurs around us. The

phenomenon that is happening now is the presence of a new world caused by the times and technology along with the development of the industrial revolution which has now evolved into the industrial revolution 4.0. Facing the changes that occur, of course, there will be many responses that will arise from each individual who feels or experiences the impact of these changes.

(Astrid Savitri, 2019) For thousands of years, most of the world's population has made various objects in traditional ways that have never changed. Then more than 250 years ago, a change occurred in England. The first profound shift in our way of life – the transition from hunting and foraging to farming – occurred about 10,000 years ago and was only made possible by the discovery of ways to tame animals. The agrarian revolution combined animal and human labor for the purposes of production, transportation, and communication. Little by little, food production expanded which then fueled population growth and allowed the building of larger human settlements. The agrarian revolution was then followed by a series of industrial revolutions which began in the mid-18th century.

(Klaus Schwab, 2019) The industrial revolution was a revolution marked by the transition from muscle power to mechanical power which developed to conditions like now. The industrial revolution that is happening right now is the fourth industrial revolution, where increased cognitive power has been able to double production. The fourth industrial revolution builds on the digital revolution, representing new

ways in which technology becomes embedded in society and even the human body. The industrial revolution 4.0 was marked by the emergence of new breakthroughs in the technology of a number of fields, including robotics, artificial intelligence, nanotechnology, quantum computing, biotechnology, *internet of things (IoT)*, 3D printing, and autonomous vehicles (*autonomous vesicles*). Technological breakthroughs Industrial Revolution 4.0 began at the turn of the century and was built on the digital revolution. Some of the hallmarks of this revolution that can be mentioned are, the internet is becoming more widespread and compact, artificial sensors are getting smaller and more powerful at lower prices, and with artificial intelligence and machine learning.

With the presence of the latest innovations from the 4.0 industrial revolution, it encourages the emergence of the latest breakthroughs going forward globally. The phrase fourth industrial revolution was first coined by Schwab in 2016, then introduced the same year at the *World Economic Forum*. The fourth industrial revolution has a unique opportunity to improve human communication and conflict resolution. The fourth industrial revolution is our current and evolving environment. The fourth industrial revolution has not only changed what we do but can also change ourselves. The impact it has on us as individuals is manifold, influencing our identity with all the various aspects associated with it, be it concerns about privacy, the concept of ownership, the patterns of our consumption, the time we spend working and

seeking pleasure, how we develop our careers. and empower our abilities. The presence of new technologies in the fourth industrial revolution greatly affects the quality of today's individuals.

Talking about the industrial revolution 4.0 and its relation to education, of course the world of education is the main and central thing to follow the flow of this revolution, because it will print and produce quality generations that will fill the industrial revolution 4.0. Education in the era of the industrial revolution 4.0 is in the form of changes in the way of learning, thinking patterns, and ways of acting for students in developing creative innovations in various fields. For this reason, technological innovation in the field of education to support learning is needed in this era. Because, to improve the quality of human resources (HR) so that they can compete in the global arena, educational institutions and teachers are needed to carry out creative and innovative learning. Of course, this will work if it is supported by information and communication technology infrastructure in the era of the industrial revolution 4.0, and the government needs to revise the curriculum by adding five competencies that students must have. as capital that is needed to be able to compete in the era of the industrial revolution 4.0, namely: the ability to think critically, have creativity and innovative abilities, good communication abilities and skills, the ability to cooperate, and have high self-confidence

2. Teacher Performance

Anwar Prabu Mangkunegara (2013) explains that performance comes from the word *job performance* or *actual performance*, namely work performance or actual achievement achieved by a person. Performance is the result of quality work, the quantity achieved by someone in carrying out their duties in accordance with the responsibilities given to them. The performance of a teacher is a guarantee that the goals set by the institution will be achieved properly and optimally. Performance is influenced by the methods adopted, the efforts made, which in turn will produce work results that can be achieved by a person or group of people in an educational institution in accordance with the authority and responsibility of each in an effort to achieve the goals of the institution.

Vroom in (2010) explains that the determining variable for performance is *ability* (ability) which tends to increase along with an increase in one's experience in carrying out tasks. In addition, the problem of motivation is also a determinant for achieving performance effectiveness indicating the level of interrelationship between the results of the two methods in *classifying outcomes*, namely *level* and *valance*. If both are at a high level, then the individual is motivated to have a more effective performance. Based on this theory, it is known that individual performance is influenced by a person's experience in carrying out their duties and the motivation that a person has to work even better.

(Abdullah Munir, 2010) Teacher performance can also be interpreted as work results based on assessments of

the duties and functions of positions as educators, managers of educational institutions, administration, supervisors, innovators, and motivators or whose assessments are carried out by a particular agency, both internal and external institutions. To find out the performance, a leader must first set performance standards. This performance standard is a benchmark for a comparison used to determine between what has been done and what is expected. With these performance standards, an educator will know whether the results obtained by his subordinates meet the performance standards in accordance with these performance indicators or deviate from the goals set. If there is deviation from the proper direction, the leadership can quickly take corrective and corrective actions.

RESEARCH METHODS

The research method uses a quantitative research approach, namely research based on the philosophy of positivism with type of research *ex post facto*. Location study namely at SMPN 1 Soppeng Riaja, kelurahan Kiru-Kiru, district Barru . On study this there are 37 population of teachers who become object research . Population the taken whole as object research. As for Technique taking sample use sample saturated, because total population not enough of 100. It is along opinion from Suharsimi Arikunto said _ that when subject from population not enough of 100, more good taken all. But if the subject more from total such, then could taken

sample 10-15% or 20-25% or more (Suharsimi Arikunto , 2006),

DISCUSSION

Based on the questionnaire that was distributed to 37 respondents, it can be seen that the teacher's response to the Industrial Revolution 4.0 was in the moderate category. This can be seen in the highest frequency, namely 23 respondents with a percentage of 62.2%.

- 7 samples from overall teacher, regarding teacher 's response to industrial revolution 4.0 is on category intervals **low** with presentation by 18.9%
- 23 samples from whole teacher, regarding teacher 's response to industrial revolution 4.0 is on category intervals **Currently** with presentation by 62.2%
- 7 samples from the whole teacher. about teacher 's response to industrial revolution 4.0 is on category intervals **Tall** with presentation by 18.9%

Based on this data analysis, it proves that the teacher's response to the Industrial Revolution 4.0 at SMPN 1 Soppeng Riaja, Kiru-Kiru Subdistrict, Barru district is generally in the **medium category**, which means that the teacher's response to the Industrial Revolution 4.0 is still not very good and not effective and efficient or still there needs to be improvement to improve Teacher Response to the industrial revolution 4.0.

The response itself is a reaction that is expressed in the form of speech, attitude (psychological) action by a person or group of people due to the emergence of a stimulus that

will lead to a reaction in the form of: Desire to act, read/listen to, see, generate/generate feelings, and observe about something. (AM Sadirman, 1992) In the research referred to is the industrial revolution 4.0, as stated by Klaus Schwab in his fourth book *Industrial Revolution* explaining that the Industrial Revolution 4.0 is a change from the development of a technology that combines *cyber* technology with digital technology, which development This technology has mushroomed and changed people's living habits and the environment. the main indicators are the Power of Digitalization and Information Technology. (Klaus Schwab, 2019) Thus, based on the results of research with theoretical studies it can be concluded that the way teachers respond to current technological changes is still in the moderate category. This is due to a lack of understanding to make better use of technological sophistication in the era of the industrial revolution 4.0 in every activity.

This research also obtained results which stated that the performance of teachers at SMPN 1 Soppeng Riaja was in the **Medium category**. This can be seen in the highest frequency, namely 21 respondents with a percentage of 81.1%.

- 7 sample from overall teacher, regarding Teacher Performance is on category intervals **low** with presentation as big **18 , 91 %**
- 21 sample from overall teacher, regarding Teacher Performance is on category intervals **Currently** with presentation as big **56 , 75 %**

- **9** sample from overall teacher, regarding Teacher Performance is on category intervals **Tall** with presentation as big **24 , 32 %**

This proves that teacher performance at SMPN 1 Soppeng Riaja, Kiru-Kiru Subdistrict, Barru district is generally in the **Moderate category**, which means that teacher performance is still not very good and not effective and efficient or that improvements are still needed to improve teacher performance. With the results obtained, it can be seen that the indicators in measuring performance described by Hamzah B. Uno are quality of work, the indicators are: planning teaching programs quickly, mastering lesson materials and assessing teaching and learning progress, then work speed/determination, the indicators are: completing teaching programs according to the academic calendar and initiatives at work, the indicators are using media in learning and using various methods in learning (Mustika Sulisto Ningsih, 2017) indicators serve as guidelines in preparing research instruments to obtain research results.

Based on the results of the research, through the use of the indicators the researcher uses as a basis for making and compiling statements in the questionnaire (questionnaire), it can be seen that the teacher's performance at SMPN 1 Soppeng Riaja is in the medium category after going through data testing, so as to improve the teacher's performance effort is needed to further improve the way of work owned by teachers at SMPN 1 Soppeng Riaja.

Meanwhile, the results of data analysis to determine whether or not the variable data studied were affected obtained $t_{\text{count}} = 195.712$ and $t_{\text{table}} = 2.030$ with $db = 35$. This shows that $t_{\text{count}} > t_{\text{table}}$. So it can be concluded that the Alternative Hypothesis (H_a) is accepted and the Null Hypothesis (H_o) is rejected. This means that there is an influence between teacher responses in the 4.0 industrial revolution on teacher performance at SMPN 1 Soppeng Riaja, Kiru-Kiru Village, Barru Regency.

Based on the results of the research, it is known that the teacher's response to the industrial revolution 4.0 has an effect on teacher performance, thus in improving the quality of education at SMPN 1 Soppeng Riaja, teachers should not underestimate technological advances and changes around them. Susilo Setyo Utomo in his journal *Teachers in the 4.0 Industrial Revolution Era* said that in the 4.0 industrial revolution new technologies emerged which resulted in extraordinary changes in all fields, including education. If the teacher's function is only limited to transferring knowledge to students or just teaching in class, then its role will be replaced by technology in the 4.0 industrial revolution era. Technology continues to change, to become faster or cheaper, but currently there are still many teachers who are resistant to technological developments even though the world of education has transformed. Even though currently the best teachers are needed who understand class dynamics and utilize technology to educate students. Technology will make teachers more confident and easier to teach their students so

they can turn classrooms into creative, innovative and fun learning spaces. (Susilo Setyo Utomo, 20019) By looking at this, the authors in this research consider it important to adapt to current changes, especially in the field of technology with all its progress to create generations that are ready to compete in the future.

CLOSING

Based on the results of research conducted by the author regarding the influence of Teacher Response in the Industrial Revolution 4.0 on Teacher Performance at SMPN 1 Soppeng Riaja, Kiru-Kiru Village, Barru Regency, a conclusion was obtained about the Teacher Response Description in the Industrial Revolution 4.0 at SMPN 1 Soppeng Riaja, Kiru-Kiru Village, Barru Regency are in the medium category with the number of respondents namely 23 out of a total of 37 teachers with a percentage of 62.2%. This proves that the teacher's response to the 4.0 industrial revolution in general is still in the moderate category, which means that the teacher's response to the 4.0 industrial revolution is still not effective and efficient or there is still a need for improvement to increase teacher response to the 4.0 industrial revolution. as well as Description teacher performance at SMPN 1 Soppeng Riaja ward Kiru-Kiru Regency Barru is at on category medium. With many respondent i.e. 21 of a total of 37 teachers with percentage by 56, 75%. it _ prove that Teacher performance at SMPN 1 Soppeng Riaja in a manner general still is at on category being

meaningful – teacher performance still not yet effective and efficient or still need exists repair for improve Teacher Performance.

BIBLIOGRAPHY

- Ahmad, Haidlor Ali. 2017. *Government, Mass Organizations and community responses to religious sects in Indonesia*. Cet. I; Center for Research and Development of Religious Life, Jakarta .
- Anathan, Lina. 2010. " A critical study of the expectancy theory of Victor Harold Vroom " , Journal of Management Vol. 9, No. 2 , Maranatha Christian University , Bandung .
- Arikunto, Suharismi. 2006, *Research Procedures for a Practice Approach* , PT Rineka Cipta, Jakarta:
- Mangkunegara, AA Anwar Prabu. 2013. *Company Human Resource Management*. Rosdakarya Youth, London .
- Munir, Abdulla. 2010, *Becoming an Effective Principal*. AR-Ruzz Media, Yogyakarta.
- Nafi, Muchammad. *Smartphone penetration of Indonesia's population* , July 2019. <https://databoks.katadata.co.id/datapublish/2019/07/05/penetration-smartphone-terhadap-nomor-penduduk-indonesia/> (Accessed 2 January 2020)
- Ningsih, Mustika Sulisto. 2017, The Effect of Work Motivation on Teacher Performance at MA Al-Hikmah Wayhalim Kedaton Bandar Lampung *Thesis*,

Faculty of Tarbiyah and Teacher Training UIN Raden
Intan, Lampung Lampung:

Sadirman, AM 1992., *Interaction and Learning Motivation*,
Rajawali Press, Jakarta:

Supriyono, Asmin. 2017 " The Influence of Pedagogic,
Professional, and Work Motivation Competence on
Elementary School Teacher Performance" *Journal of
Education* , vol. 18, No.2, Open University, Serang

Utomo, Susilo Setyo. "Teachers in the Era of the Industrial
Revolution 4.0 " *Journal of UNY*, Yogyakarta: Faculty
of Social Sciences History Education FKIP
UNDANA, August 2019.
<https://eprints.uny.ac.id/65069/> (Accessed 04
September 2019)

Law on Teachers and Lecturers (RI Law No. 14 of 2005 Cet. III) .
2010. Sinar Graphics, Jakarta,

Creative Websindo, *Indoneai digital 2019 Overview*, Banjar:
Nets Indo Group July 2019.
[https://websindo.com/indonesia-digital-2019-
tinjauan-umum/](https://websindo.com/indonesia-digital-2019-tinjauan-umum/) (Accessed 2 january 2020)