

Study of Teacher's Career Sustainability in Islamic Millennial Generation Teachers

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ABSTRACT

Sustainability career for teachers has not been a concern due to the assumption that teaching will always be sustainable as a career. Data showed by UNESCO that the world needs almost 69 million new teachers to reach the 2030 Education goals. Turnover in the teaching profession is also high. It is necessary to find out what factors affect the sustainability career for teachers. This article analyzes teachers' career sustainability using the variables of Motivation, Commitment, Leadership, and perspective workload, from millennial generation teachers through the Internalization of Islamic Values. The data was analyzed statistically using Structural Equation Modeling (SEM). Samples for this research were taken from Islamic schools in Java, Indonesia. The instruments are questionnaires using Likert scales. The results show motivation, commitment, perceived workload, Islamic value internalization, and leadership combined affecting 73.8% of teachers' career sustainability. Keywords: Teacher's Sustainability career, Islamic Values Internalization.

INTRODUCTION

In the 21st century, the number of teachers available in Indonesia is inversely proportional to the number of teachers needed. Over the past five years, the problem of teacher availability has become even more prominent. Several government policies, such as the moratorium on CPNS (candidates of civil servant) teachers, are also considered to have contributed to the teachers' decision to stay in the same organization or even in their profession. These issues are considered the cause of the shortage in the number of teachers in Indonesia for the next 5 years (Andina & Arifa, 2021).

Research from Han et al, in 2016 stated that the interest in becoming a teacher and the desire to continue the profession of a teacher in the last few decades decreased and became the cause of the decreasing number of teachers compared to the needs of professional teachers. This data shows that motivation to become a teacher is relatively low (Han & Yin, 2016).

One of the causes of reduced interest in being a teacher is the perception of the teacher's workload which is considered as not following the rewards. For the younger generation, teaching is classified as a profession with a high workload and an out-of-date profession (Purnamasari et al., 2020).

Policymakers and politicians often assume that the reason someone chooses to enter the world of teaching comes as a last choice. There is an old view that those who cannot do anything else or cannot become anything else, then the person will become a teacher. Teachers are "backward" careers for those with less talent (Watt et al., 2012).

These indicate the need for further research on teacher motivation to see if it has anything to do with the commitment to the profession and the sustainability of the teaching career.

Religion plays a principal role in "humanizing" humans, including their professions. In Islam, teaching is a noble profession because education is one of the central themes of Islam. The teaching profession concept in Islam is a source of knowledge and morals. Internalization of Islamic values required by professional teachers is humanism, cooperation (networking), social-prophetic, tolerance and pluralism, balance, exemplary, dialogical, and improving the quality of human resources (Mucharomah, 2017). Teachers who internalize Islamic values in their profession must have the tools to survive well and enhance the sustainability of their careers, but this is not always the case in the real world. So there is a need to research the effect of Islamic values internalization on teachers' sustainability careers.

For those who have chosen a career as a teacher, one of the most important things in maintaining their decision to

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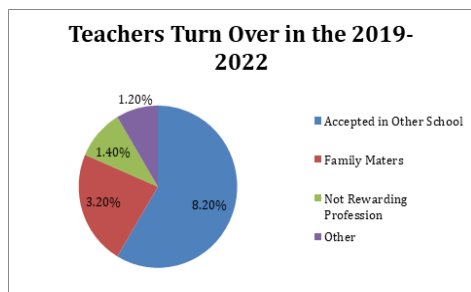
stay in their profession is the leadership style of their direct leaders. A good leadership style will bring a beneficial climate to the school, making teachers, students, staff, and parents feel more comfortable and satisfied with the student learning experience, but this also applies the other way around (Bahzar, 2019). Therefore, to see the factors that influence the sustainability of a teacher's career, it is also necessary to look at the leadership style of his superiors.

Career sustainability is a variable that focuses on individuals, it is more personal on their views of the careers that they have, giving individual ownership of the careers they are pursuing (Lawrence et al., 2015).

The samples studied in this research were teachers from the millennial generation. The uniqueness of millennial generation teachers is: confident, easy to connect with new things, agile, able to express themselves well, have good relationships with parents, and are a generation that is ready to become an educated generation (Morreale & Staley, 2016). However, based on research from King (2019) stated that the Millennial generation has a lower job satisfaction score than the older generation group. King goes on to theorize that generational values, beliefs, and attitudes have implications for multigenerational work environments (R. B. King, 2016). This confirms the need for in-depth research on the professions occupied by the millennial generation.

Based on a preliminary study in an education foundation that is engaged in education based on Islam, teacher turnover is quite high. The majority of teachers who resigned were teachers from the millennial generation, with the reason of being accepted to other schools, needing more reward, needing an increment in welfare, family matters, and even the feeling that the teacher is not the right career decision for them. It is concluded that there is a phenomenon of the millennial generation who choose a profession as a teacher does not find a match with the profession. Based on this, it is very important to investigate more deeply the factors that can affect the sustainability of the career teaching profession, especially in the millennial generation.

Diagram 1. Teachers turn over



Based on the explanation above and what has been observed in the school, 4 hypotheses will be tested statistically in this study. The hypotheses are:

1. H1 states teacher's motivation has a positive effect on a teacher's commitment
2. H2 states teacher's motivation has a positive effect on a teacher's career sustainability
3. H3 states teacher's perceived workload has a negative effect on commitment.
4. H4 states teacher's perceived workload has a negative effect on a teacher's career sustainability.
5. H5 Islamic value internalization has a positive effect on teacher's commitment.
6. H6 Islamic value internalization has a positive effect on teachers' career sustainability.
7. H7 states commitment has a positive effect on teacher's career sustainability.
8. H8 states Principal leadership affects the relationship between commitment and a teacher's career sustainability.

Islamic values internalization was also used as a variable that was observed using qualitative methods by interview and observation, as an addition to see the effect of Islamic Values internalization on teachers' career sustainability.

METHOD

The type of research used in this study is quantitative. Quantitative is used to obtain general result data according to the sample from the population, and then qualitative is used to obtain more specific data from the sample. The research model used is a sequential explanatory model to find patterns and test hypotheses found in quantitative research. The sequential explanatory model is collecting and analyzing using quantitative methods and then deepening the data from quantitative using qualitative methods, in two successive phases in one research study (Ivankova et al., 2006)

Data collection techniques: participant observation, a survey using a questionnaire, in-depth interviews, documentation, and triangulation. Research instruments: questionnaires, literature research, notebooks, voice recorders, cameras, camcorders, and others. Data research is in the form of quantitative data measurement results.

The process of sampling used a non-random sampling method, purposive sampling. The design for the quantitative phase was explanatory cross-sectional research in which measurements and observations are carried out simultaneously at one time (once). The method used in the quantitative phase is Structural Equation Modeling (SEM) using a smart PLS tool, to measure the influence of motivation, perception of workload, commitment, internalization of

Islamic values, and career sustainability. The result was combined with quantitative descriptive analysis for the level analysis of each variable in the distribution of teachers in the age group belonging to the millennial generation, with a target population of millennial-age teachers working in an Islamic school.

The instrument used is a questionnaire with a Likert scale of 1-4 using a forced choice Likert (Watrin et al., 2019). The reliability of the questionnaire was calculated using Cronbach's alpha with a cut-off point of 0.7. Validity was calculated using the heterotrait-monotrait correlation ratio (HTMT) to assess discriminant validity using HTMT in two ways, namely as a criterion and as a statistical test. To avoid bias, testing is also carried out by looking at the discriminant validity through the square root of the Average of variance extracted (AVE). The discriminant validity number of each latent variable must be greater than the influence among other variables (Henseler et al., 2016).

FINDINGS AND DISCUSSION

The descriptive calculation method taken in this study is the rating scale measurement method, where each statement contains 5 (five) alternative answers. The form of the questionnaire's statements design is categorized in a rating scale measurement method, which is weighted as follows.

1. Strongly Agree (SS) is given a weight value of 5
2. Agree (S) is given a weight value of 4
3. Disagree (KS) is given a weight value of 3
4. Disagree (TS) is given a weight value of 2
5. Strongly Disagree (STS) is given a weight value of 1

The system then looks for the average of each respondent's answer. An interval scale was made to facilitate the average calculation of each category. The category determination technique is based on the following criteria.

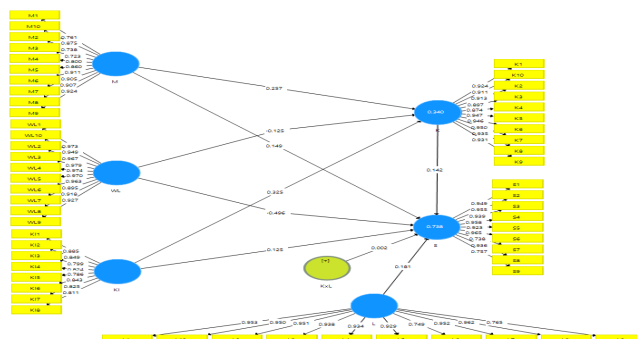
Table 1.1 Criteria Used as Interval Scale of Respondent Answer

Interval	Categorization
1.00 – 1.80	Poor/Very Low
>1.80 – 2.60	Satisfactory/Low
>2.60 – 3.40	Good/Average
>3.40 – 4.20	Very Good/High
>4.20 – 5.00	Excellent/Very High

The questionnaire obtained was then analyzed statistically using the PLS Algorithm (SmartPLS). The results from SMARTPLS provide a model image as shown in (Diagram 1). The model is tested for reliability and validity to produce valid data. The Data were tested for Average Variance Extracted

(AVE), Composite Reliability (CR) (Gefen et al., 2000), and Cronbach alpha (Nunnally, 1978)

Diagram 2. Research Model



To deepen and strengthen the findings of the research, interviews were conducted with several sources that are considered to have certain characteristics in terms of age (early or late millennial). Data from the interview was analyzed, and the result stated in the Findings

The data tested were the data with loading values of more than 0.5. To have reliable data (Hulland, 1999). The result of the respondent's answers to the question per each variable was categorized based on the scale measurement and put in Table 1.

Table 1.2L Respondent Perception of the Variable.

No.	Variable	Total Score	Average	Category
1.	Motivation	12617	3.31	Good
2.	Workload Perception	11493	3.02	Good
3.	Islamic Value Internalization	10615	3.48	Very Good
4.	Commitment	10915	2.86	Good
5.	Leadership	12096	3.17	Good
6.	Career Sustainability	11330	3.30	Good

The recapitulation of responses regarding work motivation obtained a total score of 12,617 with an average value of 3.31. This result shows that overall the respondent's work motivation is in a good category.

The recapitulation of responses regarding workload obtains a total score of 11,493 with an average value of 3.02. This shows that the overall perception of workload according to respondents is in a good category.

The recapitulation of responses regarding Islamic internalization obtained a total score of 10,615 with an average value of 3.48. This shows that the overall perception of Islamic internalization according to respondents is in a very good category.

The recapitulation of responses regarding commitment obtains a total score of 10,915 with an average value of 2.86. This shows that overall the perception of self-commitment according to respondents is in a good category.

The recapitulation of responses regarding leadership style obtains 1 total score of 12,096 with an average value of 3.17. This shows that the overall perception of leadership style according to respondents is in a good category.

The recapitulation of responses regarding Career sustainability (Sustainability), obtains a total score of 11.330 with an average value of 3,30. This shows that the overall perception of leadership style according to respondents is in a good category.

The structural equation model was asses using two assessment methods to check the validity and reliability of the instrument. The methods used were the evaluation of the measurement model (outer model) to determine the validity and reliability of indicators that measure latent variables, and the assessment of the structural model (inner model) to analyze the accuracy of the model. These evaluations were done

In this study, the six latent variables, namely Work Motivation, Workload, Value Internalization, Leadership Style Effectiveness, Work Commitment, and Sustainability are measurement models with reflective indicators, so the evaluation of the measurement model was done by examining the convergent and discriminant validity of the indicators as well as composite reliability for the indicator block. The data are shown in Table 2.

Table 2: Result of Outer LoadingFactors Calculation

Motivation	M1	0.761	Valid
	M2	0.738	Valid
	M3	0.723	Valid
	M4	0.800	Valid
	M5	0.860	Valid
	M6	0.911	Valid
	M7	0.905	Valid
	M8	0.907	Valid
	M9	0.924	Valid
	M10	0.875	Valid
Islamic Values Internal-ization	KI1	0.885	Valid
	KI2	0.849	Valid
	KI3	0.799	Valid
	KI4	0.824	Valid
	KI5	0.786	Valid
	KI6	0.843	Valid
	KI7	0.825	Valid
	KI8	0.811	Valid

Variable	Indicator	Loading Factor	Keterangan
Work Load	WL1	0.973	Valid
	WL2	0.967	Valid
	WL3	0.979	Valid
	WL4	0.974	Valid
	WL5	0.970	Valid
	WL6	0.963	Valid
	WL7	0.895	Valid
	WL8	0.918	Valid
	WL9	0.927	Valid
	WL10	0.949	Valid
Leadership	L1	0.953	Valid
	L2	0.951	Valid
	L3	0.938	Valid
	L4	0.934	Valid
	L5	0.929	Valid
	L6	0.749	Valid
	L7	0.952	Valid
	L8	0.962	Valid
	L9	0.765	Valid
	L10	0.950	Valid
Work Commitment	K1	0.924	Valid
	K2	0.913	Valid
	K3	0.897	Valid
	K4	0.874	Valid
	K5	0.947	Valid
	K6	0.946	Valid
	K7	0.950	Valid
	nK8	0.935	Valid
	K9	0.931	Valid
	K10	0.911	Valid
Career Sustainability	S1	0.949	Valid
	S2	0.955	Valid
	S3	0.939	Valid
	S4	0.958	Valid
	S5	0.923	Valid
	S6	0.965	Valid
	S7	0.738	Valid
	S8	0.936	Valid
	S9	0.757	Valid

Source: Smart PLS version 3.0, 2023

Indicators M1 – M10 are valid indicators as a measure of the Work Motivation variable. In addition, the M9 indicator is the strongest because it has the largest outer loading value

(0.924). M9 represents indicators of salary being the strongest motivation for being a teacher.

Indicators KI1 – KI8 are valid indicators as a measure of the value internalization variable. In addition, the KI1 indicator is the strongest because it has the greatest outer loading value (0.885). KI1 represents sholat as the strongest indicator of Islamic internalization value.

Indicators WL1 – WL10 are valid indicators as a measure of the value internalization variable. In addition, the WL3 indicator is the strongest because it has the greatest outer loading value (0.979). WL3 represents Job division fairness as the strongest indicator for workload perception among teachers. Indicators L1 – L10 are valid indicators as a measure of the value internalization variable. In addition, the L8 indicator is the strongest because it has the greatest outer loading value (0.962). L8 represents disagreement between the teacher with leaders as the strongest indicator of leadership style effect on teachers.

Indicators K1 – K10 are valid indicators as a measure of the value internalization variable. In addition, the K7 indicator is the strongest because it has the greatest outer loading value (0.950). K7 represents teaching activities that come easily into the perception of the teachers, thus it is also the strongest indicator of teachers' commitment to their profession.

Indicators S1 – S10 are valid indicators as a measure of the value internalization variable. In addition, the S6 indicator is the strongest because it has the greatest outer loading value (0.965). S6 represents the perception from teachers that being

a teacher means their knowledge will be increasing more and more, thus it is also the strongest indicator of teachers' commitment to their profession.

Discriminant validity evaluation was carried out by comparing the square root of average variance extracted (\sqrt{AVE}) values for each latent variable with the correlations between other latent variables in the model. The results of the discriminant validity examination showed that the AVE value was greater than 0.50, and the six latent variables studied had a larger square root of average variance extracted (\sqrt{AVE}) value with a correlation coefficient between other variables. Thus, the results obtained indicate that it has good discriminant validity. Results are shown in Table 3.

Composite reliability and Cronbach's Alpha were used to evaluate the reliability value between the indicator blocks of the constructs that form them. To get a reliable result in measuring the variables, the composite reliability assessment needs to be above 0.70 and Cronbach's Alpha is above 0.60. The assessment results are shown in Table 4.

The result confirms that the test data obtained has been checked and met the requirements, the data proceed to the next test which is bootstrapping to the valid model. The data was processed using SmartPLS software, and a model of Diagram 3 was obtained. The test results also show the results of hypothesis testing, whether the supported hypothesis or not supported hypothesis. Based on the results of the calculations.

Table 3: Discriminant Validity

	AVE	√AVE	K	KI	L	M	S	WL
Commitment	0.852	0.923	0.923					
Islamic Internalization Value	0.686	0.828	0.510	0.829				
Leadership style	0.831	0.912	0.410	0.377	0.911			
Motivation	0.711	0.843	0.482	0.498	0.504	0.843		
Career Sustainability	0.821	0.906	0.552	0.567	0.611	0.622	0.906	
Work Load	0.906	0.952	-0.405	-0.459	-0.504	-0.507	-0.778	0.952

Source: Smart PLS version 3.0, 2023

Table 4: Cornbach's Alpha & Composite Reliability

	Cronbach's Alpha	Composite Reliability
Motivation	0.954	0.961
Islamic internalization Value	0.935	0.946
Work Load	0.988	0.990
Leadership Style	0.977	0.980
Commitment	0.981	0.983
Career Sustainability	0.971	0.976

Source: Smart PLS version 3.0, 2023

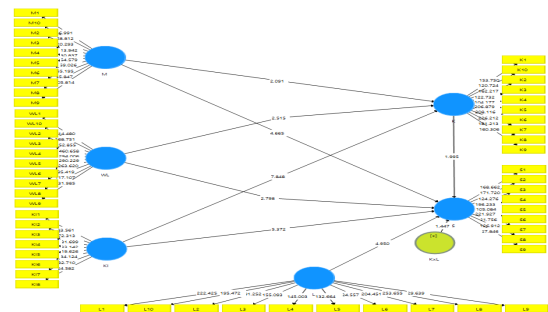


Diagram 3. Bootstrapping.

Source: Smart PLS version 3.0, 2023

Table 5. Recapitulation of Hypothesis

<i>Hipotesis</i>		<i>Original Sample (O)</i>	<i>T Statistics (O/ST-DEV)</i>	<i>P Values</i>	<i>Result</i>
H1	M -> K	0.119	2.091	0.037	Accepted
H2	M -> S	0.245	4.665	0.000	Accepted
H3	WL -> K	-0.117	2.515	0.012	Accepted
H4	WL -> S	-0.123	2.798	0.005	Accepted
H5	KI -> K	0.405	7.848	0.000	Accepted
H6	KI -> S	0.312	5.372	0.000	Accepted
H7	K -> S	0.099	1.995	0.047	Accepted
H8	KxL -> S	0.060	1.447	0.149	Not Accepted

Source: Smart PLS version 3.0, 2023

The results of testing the hypothesis that has been done show that:

1. H1 states teacher's motivation has a positive effect on a teacher's commitment, which is accepted statistically.
2. H2 states teacher's motivation has a positive effect on a teacher's career sustainability, which is accepted statistically.
3. H3 states teacher's perceived workload has a negative effect on commitment, which is accepted statistically.
4. H4 states teacher's perceived workload has a negative effect on a teacher's career sustainability, which is accepted statistically.
5. H5 Islamic value internalization has a positive effect on teachers' commitment and is accepted statistically.
6. H6 Islamic value internalization has a positive effect on teachers' career sustainability and is accepted statistically.
7. H7 states commitment has a positive effect on teacher's career sustainability, which is accepted statistically.
8. H8 states Principal leadership affecting the relation between commitment and teacher's career sustainability, is not accepted statistically.

The result on points one and two shows that the hypothesis of teacher motivation has a positive effect on commitment and teachers' career sustainability is supported and statistically accepted. This result is in line with the research from De Vos (2018) stated that career competence and ability in career by reflecting on individual motivations and capabilities are needed to analyze career sustainability and prepare for major transitions in their careers (De Vos et al., 2018). Thus the research supports our result. Teachers with high motivation would most likely have a better chance of having commitment and career sustainability in the teacher profession.

On points three and four the results show that the teacher's workload hurts the teacher's commitment and

career sustainability is supported statistically, the hypothesis accepted. This result suggests that there are negative effects of workload on teachers' career sustainability. This result approved the research by Kelly (2019). That stated workload is the most influencing aspect of a teacher's decision to stay or quit and the desire to grow professionally (Kelly et al., 2019). Kelly's research was in Australia, with subjects coming from early career teachers, more workload is perceived in the perspective of burden, affecting their choices in career sustainability.

Result points five and six show that the hypothesis of Islamic internalization values, has a positive effect on teachers' commitment and teacher's career sustainability is supported statistically, the hypothesis is accepted. This result is in line with the research from Falah (2021), who stated that Islamic culture and Islamic work ethics are also parts of Islamic internalization values, positively and significantly affecting teachers' organizational commitment. (Falah et al., 2021)The result also supports research by Ulfah (2021), that the role of Islamic religious values that the teachers have practiced had a major influence on teachers' profession (life as a teacher). To achieve a good impact, the teacher must have all the religious values that are the intrinsic keys based on the research: gratitude, patience, endeavor, trust, and humility (Ulfah, 2021). The result also supports the research of Razak (2023), the Islamic ethics or moral code embedded in *ra matan lil 'alamīn* can serve to morally reinforce the SGDs (Abdul & Moten, 2023). Part of SDG is in the educational field to provide quality education. Teachers' career sustainability also targeting to provide quality education.

Result point seven shows that the hypothesis of commitment having a positive effect on teachers' career sustainability is supported statistically, thus the hypothesis is accepted. This result is in line with the research from Gu (2014) that teachers' commitment positively affects their

career sustainability. When teachers' commitment increases, their endurance and professional teaching capacity also increase (Gu, 2014). Thus the research supports our result. Teacher with high commitment tends to be more loyal and resistant, thus also increasing teachers' career sustainability.

The hypothesis on point 8 results shows that principal leadership as the variable that comes from the outer part of the individuals does not affect a teacher's career sustainability. It shows that career sustainability is a variable that is affected mainly from the individual side, compared to the external factors that do not affect on career's sustainability. It also differs from other research results by Hartini (2019), which stated that principal leadership is one of the variables that affect teacher work performance, which is also part of the indicator of career sustainability (Hartini, 2019). However since her research focused only on work performance, it differs from the direct effect of leadership on career sustainability.

CONCLUSION

Based on the results and findings. Teachers' career sustainability is affected by the variables tested in this research which are: Motivation, Commitment, Islamic internalization, Leadership, and perspective workload. From statistical data leadership is an insignificant variable, during the interview session, the variable arises as a significant variable for the teacher's career sustainability.

Based on this research, to make teaching a sustainable career, we should find a way to improve teachers' motivation, for example by increasing teacher's welfare, and or making the profession back into a prestige profession in society since these days teacher profession is perspective as a second class minor profession. However focusing on only one variable is not enough, since based on the qualitative data from the interview and observation we found out that the salary as part of welfare is not the main priority of a person who chooses teaching as their career.

We can also increase teachers' career sustainability by improving teachers' commitment through regularly giving awareness training for the teacher profession about the reason to be a teacher and to commit to their career and organization. Thus it will help to also remind them of their intrinsic motivation to be teachers, so it can increase two important variables of career sustainability which are commitment and motivation.

Perceive workload in the sample, most of the teachers perceive that the workload is heavy and hard. This point of view can be overcome by a fair jobs division by the leaders so every teacher on the team has the same or almost equal workload. It will also be helpful to overcome the hectic and

heavy perceived workload by recounting teachers' workload in the government rules which is currently 40 hours in a week (including 2.5 hours for break time) since teachers' work time is not only the time they used up for teaching and learning process at school but also the service they give to the customer (students and parents and other stakeholder) which make the actual working hour is higher. If the government rules about the working hours could be counted as less than 40 hours in a week, the burden of regular working hours will be decreased from the teacher's perspective thus probably increasing the teacher's career sustainability.

Through the variable of Islamic internalization values, we also found out that religious values have a positive effect on the teacher's career sustainability. To increase the teacher's career sustainability, organization and or school as the place the teacher works, can give rules, policies, facilities, and infrastructures to make teachers and employees easier to practice their religious rules and values. The more convenient it is for teachers to practice their religious values in their workplace, the better the organization's value in the perception of the teacher, thus increasing their organizational commitment and also increasing the sustainability career of the teachers.

Looking into the leadership variables, teachers need to have good leaders with good leadership. Although statistically the hypothesis is not approved which can result from the samples school-based organization leadership style from the principals can be quite uniform based on Islamic religious values, vision, and mission, thus resulting too rejected statistically result, in the interview and observation shows that leadership style from the principals hold important values and affecting teachers career sustainability on the school that the principal leads. For national schools, the government can give leadership tests and training to school principals so they can improve and have good leadership. Private schools can also make better regulations and screening tests to become school leaders, to guarantee only the ones who really can become leaders in their school.

Based on the findings in this research, we can conclude that teachers are a special profession with special people who choose it as their profession. It's not only a matter of financial benefit needed to make the carrier sustainable. Based on the statistical results we can conclude that to increase teachers' career sustainability, the highest variable affecting it is by increasing teacher's organizational and professional commitment, then improving their teaching motivation both internally (from within themselves) and externally (salary, needs to be fulfilled, etc.) follow by arranging better workload calculation and put the right leaders with the right competence by making the policy rules and regulation to becomes leaders in school or educational organization strictly.

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