



Analysis of counselor task commitment as a professional characteristic in junior and senior high schools in West Sumatra

Author Name(s): Rafsel Tas'adi, Ardimen Ardimen, Hadiarni Hadiarni, Romi Fajar Tanjung

Publication details, including author guidelines

URL: <https://jurnal.konselingindonesia.com/index.php/jkp/about/submissions#authorGuidelines>

Editor: P. Tommy Y. S. Suyasa

Article History

Received: 16 Jun 2024

Revised: 10 Sept 2024

Accepted: 15 Sept 2024

How to cite this article (APA)

Tas'adi, R., Ardimen, A., Hadiarni, H., & Tanjung, R. F. (2024). Analysis of counselor task commitment as a professional characteristic in junior and senior high schools in West Sumatra. *Jurnal Konseling dan Pendidikan*. 12(2), 44-51. <https://doi.org/10.29210/1110900>

The readers can link to article via <https://doi.org/10.29210/1110900>

SCROLL DOWN TO READ THIS ARTICLE



Indonesian Institute for Counseling, Education and Therapy (as publisher) makes every effort to ensure the accuracy of all the information (the "Content") contained in the publications. However, we make no representations or warranties whatsoever as to the accuracy, completeness, or suitability for any purpose of the Content. Any opinions and views expressed in this publication are the opinions and views of the authors and are not the views of or endorsed by Indonesian Institute for Counseling, Education and Therapy. The accuracy of the Content should not be relied upon and should be independently verified with primary sources of information. Indonesian Institute for Counseling, Education and Therapy shall not be liable for any losses, actions, claims, proceedings, demands, costs, expenses, damages, and other liabilities whatsoever or howsoever caused arising directly or indirectly in connection with, in relation to, or arising out of the use of the content.

Jurnal Konseling dan Pendidikan is published by Indonesian Institute for Counseling, Education and Therapy comply with the [Principles of Transparency and Best Practice in Scholarly Publishing](#) at all stages of the publication process. Jurnal Konseling dan Pendidikan also may contain links to web sites operated by other parties. These links are provided purely for educational purpose.



This work is licensed under a [Creative Commons Attribution 4.0 International License](#).

Copyright by Tas'adi, R., Ardimen, A., Hadiarni, H., & Tanjung, R. F. (2024).

The author(s) whose names are listed in this manuscript declared that they have NO affiliations with or involvement in any organization or entity with any financial interest (such as honoraria; educational grants; participation in speakers' bureaus; membership, employment, consultancies, stock ownership, or other equity interest; and expert testimony or patent-licensing arrangements), or non-financial interest (such as personal or professional relationships, affiliations, knowledge or beliefs) in the subject matter or materials discussed in this manuscript. This statement is signed by all the authors to indicate agreement that the all information in this article is true and correct.

Jurnal Konseling dan Pendidikan

ISSN 2337-6740 (Print) | ISSN 2337-6880 (Electronic)



Article

Analysis of counselor task commitment as a professional characteristic in junior and senior high schools in West Sumatra

Rafsel Tas' adi^{1*)}, Ardimen Ardimen¹, Hadiarni Hadiarni¹, Romi Fajar Tanjung²

¹ Universitas Islam Negeri Mahmud Yunus Batusangkar

² Universitas Sriwijaya

ABSTRACT

Task commitment is an important thing for counselors to have so that the counseling profession provides professional services to various stakeholders. This research aims to look at the job commitment profile of middle school and high school level counselors so that it can be used as an evaluation regarding the counselor's current performance or services. The population in this study were counselors in eight cities in West Sumatra. This study uses a quantitative approach. The research sample was determined using an accidental sampling technique (convenience sampling), namely the sampling process simply involves taking the counselors the observer meets in the field. The research sample obtained was 86 counselors. The data collection technique was carried out by distributing questionnaires. The collected data was analyzed quantitatively using the SPSS 25 for Windows program and the Excel application for processing quantitative descriptive analysis, categorization and percentages and producing graphical data. The research results show that the majority of counselors' task commitment is in the very high category for all indicators, namely tough attitude, tenacity, not getting bored easily, independence, courage to take risks, desire to improve themselves, and desire to succeed.

Keywords:

Counselor
Commitment task
Professional
Professional characteristics

Corresponding Author:

Rafsel Tas' adi ,
Universitas Islam Negeri Mahmud Yunus Batusangkar
Email: rafsel.t@uinmybatusangkar.ac.id

Introduction

Task commitment is a person's attitude in carrying out their duties in an organization or school. In schools, subject teachers, counselors and educational staff are required to have high task commitment. Task commitment is very important to have. High task commitment will of course have an impact on the progress and quality of an organization. This is what everyone should understand and maintain in carrying out their duties anywhere, one of which is counselors at schools.

Task commitment is a commitment to a task, the ability to complete a task which is characterized by persistence, diligence, high work ethic, self-confidence, and belief in one's own ability to complete a job (Anggraini & Neviyarni, 2020). In this increasingly advanced era, guidance and counseling services are quite appreciated by the people who use these services, especially in schools. In order to ensure the continuity of services in the future and maintain the quality of services for users of counseling services in educational institutions. Especially in schools, the government has issued Ministerial Regulation no. 27 of 2008 concerning Academic Qualification Standards and Counselor Competencies (Alfandi et al., 2016).

A counselor in carrying out his duties must have competencies, namely: academic and professional counselor competencies which can be mapped and formulated into pedagogical, personality, social

and professional competencies. The embodiment of these 4 competencies will be seen in your task commitment. According to Ansori, (2021) individuals who have good task commitment will generally have a sense of responsibility, perseverance, tenacity, hard work, continuous training, self-confidence, and a belief in one's ability to complete important work.

Task commitment on five dimensions, namely: (a) tough, tenacious, and not easily bored; (b) independent; (c) set realistic aspirational goals with moderate risk; (d) likes learning and has a desire to improve oneself; (e) have a desire to succeed in the academic field (Tayibu, 2016). Commitment to tasks can have characteristics such as perseverance, endurance, hard work, real dedication, confidence in one's abilities, and the ability to complete important work (Chairunnisa & Kosasih, 2019; Urhahne, 2011).

Counselors are educators whose daily duties are in schools as providers of guidance and counseling services to students. The counselor's enormous task in helping to advance education demands that it is important for counselors to be committed to their duties at school. The counselor's ability to carry out his duties and responsibilities will reflect the counselor's own performance. Of course not all counselors have good performance. Levi, (2017) explains that the success of a team is determined by commitment to the tasks and goals they want to achieve together. Therefore, counselors need to have task commitment so that the counseling profession can develop rapidly and the benefits can be felt by various groups of society.

Professional guidance and counseling services will face different challenges at each stage of their development. Due to the increasingly complex challenges of the guidance and counseling profession in the future, it is necessary for counselors to have a commitment to the tasks that are their responsibilities (Coll et al., 2019). Performance is the result of work or achievements from the work of a person or organization with an appearance that performs, describes and produces something, both physical and non-physical in accordance with instructions, functions and duties based on knowledge, attitudes, skills and motivation (Hutasuhut, 2018; Park & Lee, 2011).

Responsibility is behavior that determines how we react to situations, which require some type of moral decision. Responsibility is being ready to accept obligations or duties. There are still many people who find it difficult, feel objections, and are even unable to bear responsibility. There are still many who avoid taking responsibility, because individuals find it much easier to avoid than to accept responsibility, which shows a person's low task commitment (Puspita et al., 2018). Teachers must have superior commitment to carrying out their duties and responsibilities as educators in schools. Without shared commitment, school goals will become unattainable to achieve. Such as organizational commitment, where individuals are expected to be able to come up with and realize ideas for achieving the organization's vision and mission. (P. P. Utami et al., 2021).

As a functional official, a supervising teacher/counselor is required to carry out various main functional duties professionally. According to Minister of Education and Culture Regulation of the Republic of Indonesia Minister of Education and Culture Regulation Number 111 of 2014, there are 4, namely, planning the guidance counseling program, implementing the guidance counseling program, evaluating the implementation of the guidance counseling, and following up on the guidance counseling program that has been implemented. students who are their responsibility. Apart from that, in guidance and counseling activities in schools, counselors must coordinate with all school officials and other parties such as subject teachers, homeroom teachers as well as the school principal. Or other parties involved in the guidance and counseling process.

The counselor assists the principal in the following activities; (a) preparation of programs and implementation of guidance and counseling; (b) coordinating with the homeroom teacher in order to overcome problems faced by students regarding learning difficulties; (c) provide services and guidance to students to achieve better in learning activities; (d) provide suggestions and considerations to students in obtaining an overview of appropriate continuing education and employment opportunities; (e) conduct an assessment of the implementation of guidance and counseling; (f) compiling statistics on the results of guidance and counseling assessments; (g) carry

out analysis of learning evaluation results; (h) prepare and implement a guidance and counseling follow-up program and (i) prepare a report on the implementation of guidance and counseling. From the activities mentioned previously, the objectives of the guidance and counseling services will be achieved in accordance with the objectives (Alfandi et al., 2016). Professional commitment refers to a person's willingness to dedicate themselves to their profession or work (Rifa'i et al., 2018). Professional commitment is also defined as someone's motivation to put their best abilities and skills into developing the profession they work in, as the level of someone's acceptance and involvement in their profession by giving their best efforts to develop their profession (Gustafson, 2015).

The main task of counselors is to carry out guidance and counseling for students in their care. How much success the guidance and counseling teacher achieves in carrying out activities at school is also used as a benchmark for his ability to carry out his role at school. For this reason, all guidance and counseling planning, implementation of guidance and counseling and evaluation of guidance and counseling must be prepared in such a way by the guidance and counseling teacher and cannot be separated from coordination with other school personnel so that the goals at the school are achieved (Sari et al., 2021). This research is expected to be able to identify the current condition of counselor commitment tasks, to see the quality of counselor services that have been implemented so far. If weaknesses or deficiencies are found in counseling services, they need to be followed up properly, so that counseling services can make a significant contribution. So far, not many people have measured the task commitment of counselors, especially in West Sumatra.

As professional educators, counselors are not only required to carry out their duties professionally, but also must have professional knowledge and abilities. If counselors have professionalism which is reflected in competence, proficiency, skills or skills that have certain quality standards or ethical norms, then in the practice of implementing these service activities, counselors are expected to be able to provide optimal services to students. In the midst of the government's increasing attention to strengthening the existence of guidance and counseling in educational institutions, implementing guidance and counseling activities in schools has become a challenge for counselors as the main implementers of these activities. The professionalism of counselors is highly demanded in implementing optimal guidance and counseling services for students in line with the increasing recognition of the existence of guidance and counseling in educational institutions (Harahap & Harahap, 2021).

Methods

The type of research carried out was quantitative descriptive. The population is counselors at junior high school and high school. The research sample was 86 counselors at junior and senior high school levels throughout West Sumatra spread across eight regions. The sampling technique used was accidental sampling convenience sampling. Where the sampling process involves taking any counselor who is willing to fill out a questionnaire in the field. In research, there may be activities to obtain samples that are not planned in advance, but by chance, namely the units or subjects that are available to the researcher when data collection is carried out.

The research instrument used a task commitment questionnaire with 7 indicators and a total of 32 items: tough attitude (4 items), tenacious (5 items), not easily bored (5 items), independence (6 items), courage to take risks (4 items), desire to improve oneself (4 items), and desire to succeed (4 items). The item scores can be seen in Table 1. This instrument has been validated by 3 experts and has also been tested for validity and reliability using SPSS with 38 respondents testing the instrument, the Cronbach's alpha reliability value is 0.943. Data analysis uses the SPSS version 25 application and the Excel application to produce quantitative descriptive data, categorizing or grouping counselors' task commitment levels, as well as producing an overview of counselors' task commitment data in graphic form. The task commitment interval can be seen in table 2 below.

Table 1. Scoring Guidelines for counselor Task Commitment Items

Answer Choices	Item Score	
	<i>Favorable</i>	<i>Unfavorable</i>
Strongly agree	4	1
Agree	3	2
Don't agree	2	3
Strongly Disagree	1	4

Table 2. Guidelines for Counselor Task Commitment Intervals

Category	Task Commitment Interval (32 items)	Indicator Interval		
		Indicators 1, 5, 6 and 7 (4 items)	Indicators 2 and 3 (5 items)	Indicator 4 (6 items)
Very good	109 – 128	15 – 16	18 – 20	22 – 24
Good	90 – 108	13 – 14	15 – 17	19 – 21
Fair	71 – 89	11 – 12	12 – 14	15 – 18
Poor	52 – 70	8 – 10	9 – 11	11 – 14
Very poor	32 - 51	4 - 7	5 - 8	6 - 10

Results and Discussion

Based on data processing obtained from distributing questionnaires carried out to see the picture of counselor task commitment in schools, the results can be described in the tables and graphs below, both counselor task commitment as a whole, and viewed based on indicators.

Table 3. Descriptive Statistics of Task Commitment

	N	Minimum	Maximum	Mean	Std. Deviation
Task Commitment	86	91	128	110,86	10,095

Table 4. Tabulation of Counselor Task Commitments

Category	Interval	f	%
Very good	109 - 128	47	54.65
Good	90 - 108	39	45.35
Fair	71 - 89	0	0
Poor	52 - 70	0	0
Very poor	32 - 51	0	0
Total		86	100

Table 4 above describes the task commitment of counselors in several regions in West Sumatra. The results from 86 counselors were none in fair, poor or very poor condition. Most of them are in the very good (54.65%) and good (45.35%) categories.

Table 5. Tabulation of Counselor Task Commitment Indicators

Category		Very good	Good	Fair	Poor	Very poor	Total
Indicator I	F	50	28	8	0	0	86
	%	58.1	32.6	9.3	0.0	0.0	100
Indicator II	F	59	27	0	0	0	86
	%	68.6	31.4	0.0	0.0	0.0	100
Indicator III	F	50	36	0	0	0	86
	%	58.1	41.9	0.0	0.0	0.0	100

Category		Very good	Good	Fair	Poor	Very poor	Total
Indicator IV	F	21	34	31	0	0	86
	%	24.4	39.5	36.0	0.0	0.0	100
Indicator V	F	15	22	43	6	0	86
	%	17.4	25.6	50.0	7.0	0.0	100
Indicator VI	F	25	25	36	0	0	86
	%	29.1	29.1	41.9	0.0	0.0	100
Indicator VII	F	34	10	42	0	0	86
	%	39.5	11.6	48.8	0.0	0.0	100

Based on the table above, it can be understood that the task commitment indicators that develop optimally in first place among counseling are indicators I, II and III. This can be seen from the majority of respondents being in the very good category. Then the indicators that need attention for follow-up are indicators IV, V, IV and VII. It can be seen that many respondents' task commitment is below the good category.

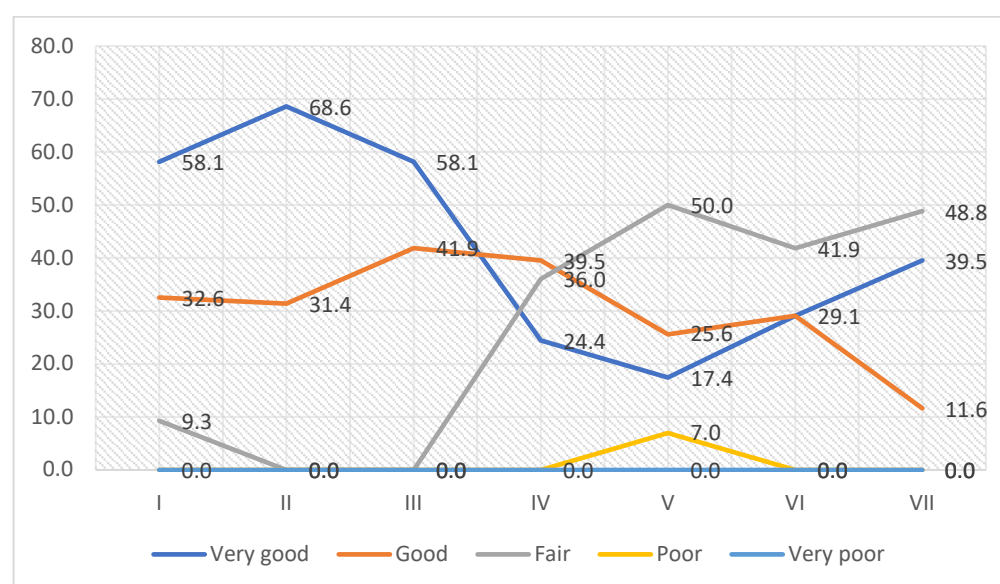


Figure 1 Percentage of Counselor Task Commitment Indicators

The description of counselor task commitment in terms of indicators shows that counselor task commitment has developed a lot in indicators I, II and III with the frequency of respondents in the very good category being more than 50%. If the analysis of the indicators that need attention are indicators V, VI and VII, it can be seen that in these indicators many respondents are in the fair and poor categories.

Task commitment is a form of counselor professionalism that must be maintained. Counselors who have high task commitment will certainly have an impact on the quality of services provided and their benefits for students. Not only students feel the impact, but all personnel at the school. Likewise, the guidance and counseling profession will continue to advance. Muhtarom, (2022) explains that individuals who have high task commitment will optimize all existing potential to complete their work responsibly even though they face various obstacles.

Commitment to a task tends to reflect passion, determination, and perseverance. Therefore, the role of commitment to tasks is very significant in achieving successful work results (Nurrahman et al., 2022; Tahir et al., 2021), having problem-solving abilities (Lestari et al., 2022), doing work effectively (Schaffer & Manegold, 2018). Counselors who have high task commitment to their duties make counseling services smooth and of high quality so that students' needs can be met. A study by Eliza et al., (2022) found that task commitment can have a significant effect on a person's work culture and performance.

A study by Mustaqim et al., (2020) found that task commitment has a significant impact on a person's work results. Professional services from counselors will be available if the counselor has task commitment. Therefore, counselors should have in-depth knowledge of their science, have good social skills so that they can interact to develop themselves in the midst of society. Counselors must have a personality that is based on Pancasila. Because Pancasila is the foundation of our country and the counselor's personality is expected to be in line with the values of Pancasila. Counselors must have professionalism in carrying out the services available at guidance counseling (Sari et al., 2021). Individuals who have good task commitment work with high enthusiasm and choose to concentrate on work that is their responsibility (S. Utami et al., 2016).

High task commitment also means that the counselor is aware of how important this task commitment is to achieve maximum service as a form of counselor professionalism. Counselors who have high commitment will certainly have an impact on the quality of services provided. Apart from being able to advance the organization, high task commitment can certainly provide a positive assessment to the person concerned, and be assessed by other people as a professional and responsible person.

Akib's research results state that there is a direct influence of positive professional competence, organizational support on task commitment, and a direct influence of positive professional competence on organizational support (Akib, 2022). The results of this research illustrate that a person's task commitment does not just appear, but can be influenced by the conditions of the organization where a person works.

High task commitment is the key to success in a profession, and this must always be improved and maintained. Counselors who are experienced and interpret every experience they gain will train counselors to always carry out evaluations so they can work professionally (Coll et al., 2019). Commitment to a task is a manifestation of internal drive, so the factors that influence this drive also play a role in determining commitment to a task. For example, the desire to achieve success, the desire to receive awards; the nature of the task itself poses an interesting challenge to it; and the desire to be responsible for their work (Pianyta, 2016; Ridha, 2018; Rohayati et al., 2022).

High commitment is a reflection of a professional counselor. The results of research conducted in Mexico show many characteristics of professional counselors, namely: empathic, understanding, sensitive, ethical, honest, sincerity, fair, prepared, knowledge, trained, updated, flexible, adapts, support, help, backup, listening, human, warm, congruence, authentic, mental health, well-being, trustable, integrative, responsible, commitment, intervening, implementing, action, professionalism, respect, tolerance, multicultural, contextualized, diversity, observer, acceptance, non-judgment, structure, organizes, collaboration, design, planning, creativity, patience, goal recognition, positive view, growth, development, contention, service attitude, dedication, different, brief, social commitment, interdisciplinary, reflective, analyzes, guides, communicates, open, wide view, curious, scientific, relationship, psychotherapist, therapist, educates, prudent, diagnoses, prevention, dynamic, specialized, assertive, personal, practical, resilient, facilitator, personal therapy, strategic and consultant (Machorro & Suck, 2014).

Conclusion

Having high task commitment is a must for every individual in an organization as well as counselors at schools. This is a manifestation of his professionalism. The higher a person's commitment to the tasks they carry out, the higher the quality of the organization or profession. Likewise, the commitment of school counselors to their work duties and responsibilities related to guidance and counseling should remain a priority and good performance should be maintained. With high commitment, it is also proof that the counselor has a high awareness of the work for which he is responsible. The counselor's task commitment develops optimally in the indicators of tough attitude, tenacious, not easily bored. There are three dominant good indicators in counselors, but not all counselors have these indicators. Then the other four dominant indicators are in the high category,

namely the indicators of independence, courage to take risks, desire to improve oneself, and desire to succeed. This condition illustrates that follow-up is needed, such as training workshops, focus group discussions or other self-development activities for counselors so that the task commitment of counselors throughout the West Sumatra region is in the good and very good categories.

References

- Akib, A. (2022). The Influence of Professional Competence, Organization Support, and Task Commitment toward English Teacher Performance. *Al-TA' DIB: Jurnal Kajian Ilmu Kependidikan*. <https://doi.org/10.31332/atdbwv15i1.1930>
- Alfandi, A., Bahri, S., & Husen, M. (2016). Motivasi Kerja Guru BK di SMA Negeri Aceh Tengah. *Jurnal Ilmiah Mahasiswa Bimbingan Dan Konseling FKIP Unsyiah*, 1(1), 48– 56.
- Anggraini, V., & Neviyarni, N. (2020). The Task Commitment on Student. *Journal of Counseling, Education and Society*, 1(1), 13– 16. <https://doi.org/10.29210/08jces45200>
- Ansori, A. (2021). A Study on Task Commitment in Coaching Systems, Academic Culture, and Learning Organizations. *Al-Ishlah: Jurnal Pendidikan*, 13(3), 2529– 2534. <https://doi.org/10.35445/alishlah.v13i3.1435>
- Chairunnisa, C., & Kosasih, A. (2019). The Influence of Academic Culture and Task Commitment Toward Lecturers' Innovativeness. *The Journal of Social Sciences Research*. <https://doi.org/10.32861/jssr.512.1850.1854>
- Coll, D. M., Johnson, C. F., Williams, C. U., & Halloran, M. J. (2019). Defining Moment Experiences of Professional Counselors: A Phenomenological Investigation. *The Professional Counselor*. <https://doi.org/10.15241/dmc.9.2.142>
- Eliza, Y., Suheri, S., & Andria, Y. (2022). Performance Improvement Model Through Task Commitment as Intervening. *International Journal of Islamic Business and Management Review*, 2(2), 217– 226. <https://doi.org/10.54099/ijibmr.v2i2.382>
- Gustafson, D. P. (2015). Task Commitment and Role Differentiation. *Human Relations*, 26(5), 667– 679. <https://doi.org/10.1177/001872677302600507>
- Harahap, A. C. P., & Harahap, D. P. (2021). Gambaran Profesionalisme Guru BK dalam Pemberian Layanan Bimbingan Konseling. *Al-Irsyad: Jurnal Pendidikan Dan Konseling*, 11(2), 251– 261. <https://doi.org/10.30829/al-irsyad.v11i2.10669>
- Hutasuhut, E. (2018). Pengaruh Budaya Organisasi, Kepemimpinan Transformasional Terhadap Kinerja Guru BK SMA Kota Medan. *Psikologi Konseling*. <https://doi.org/10.24114/konseling.v12i1.12184>
- Lestari, W., Lestari, I., & Andinny, Y. (2022). Kemampuan Pemecahan Masalah Matematika Melalui Adversity Quotient dan Task Commitment. *Journal of Mathematics Education and Applied*, 4(1), 56– 62. <https://doi.org/10.36655/sepren.v4i1>
- Levi, D. (2017). *Group dynamics for teams*. Thousand Oaks, CA: Sage.
- Machorro, V. D., & Suck, A. T. (2014). Professional Identity of Counselors in Mexico: A Commentary. *The Professional Counselor*, 4(1), 84– 92. <https://doi.org/10.15241/vdm.4.1.84>
- Muhtarom, M. (2022). The Mediating Role of Task Commitments on The Influence of Leaders' Integrity on Job Performance: Study at Tax Office in South Tangerang City. *Jurnal Manajemen Bisnis*, 9(2), 357– 366. <https://doi.org/10.33096/jmb.v9i2.361>
- Mustaqim, H., Sumardin, S., Sabri, S., Hazriyanto, H., & Salim, A. (2020). The Correlation Between Task Commitment and Employee Performance at the Board of Enterprise Batam Area. *Palarch's Journal of Archaeology of Egypt/Egyptology*, 17(7), 4731– 4739. <https://archives.palarch.nl/index.php/jae/article/view/2532>
- Nurrahman, J., Hodairiyah, H., & Budiyo, F. (2022). The Correlation between Task Commitment and Students' EFL Learning Achievement. *ELE Reviews: English Language Education Reviews*, 2(1), 47– 58. <https://doi.org/10.22515/elereviews.v2i1.5039>

- Park, M.-J., & Lee, Y.-S. (2011). The relationship between learning motivation and task commitment of science-gifted. *Journal of Gifted/Talented Education*, 21(4), 961– 977.
<https://doi.org/10.9722/JGTE.2011.21.4.961>
- Permendikbud RI Nomor 111 Tahun 2014. *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 111 Tahun 2014 tentang Bimbingan dan Konseling pada Pendidikan Dasar dan Pendidikan Menengah*.
- Pianyta, A. (2016). Pengaruh Kedisiplinan dan Task Commitment terhadap Prestasi Belajar Matematika. *Jurnal Kajian Pendidikan Matematika*, 2(1), 80– 92.
<https://doi.org/10.30998/jkpm.v2i1.1896>
- Puspita, D. R., Rusli, R., & Mayangsari, D. (2018). The Correlation of Task Commitment and Flow Academic on Students with Superior Intellectual Intelligence In SMAN 1 Martapura. *Jurnal Kognisia*, 1(2), 47– 54. <https://doi.org/10.20527/jk.v1i2.1546>
- Ridha, A. A. (2018). Task Commitment pada Mahasiswa Suku Bugis yang Merantau. *Jurnal Psikologi*, 45(1), 66– 76. <https://doi.org/10.22146/jpsi.31094>
- Rifa' i, M., Nurhadi, S., & Syafaruddin, S. (2018). The Effect of Task Commitment on The Work Discipline of the Principals of ' Madrasah Ibtidaiyah' in Deli Serdang Regency, Indonesia. *International Journal on Language, Research and Education Studies*, 2(1), 19– 33. <https://doi.org/10.30575/2017/IJLRES-2018010402>
- Rohayati, S., Soetjipto, B. E., Haryono, A., Wahyono, H., & Rafsanjani, M. A. (2022). Task Commitment, Learning Creativity, and Learning Outcome During Online Learning: The Study on Taxation Course. *Journal of Higher Education Theory and Practice*, 22(16), 174– 178.
- Sari, A. K., Prayitno, P., & Karneli, Y. (2021). Pelayanan Profesional Guru Bimbingan Konseling dalam Meminimalisir Kesalahpahaman Tentang Bimbingan Konseling di Sekolah. *Journal Of Education And Teaching Learning (JETL)*, 3(1), 36– 49. <https://doi.org/10.51178/jetl.v3i1.117>
- Schaffer, B. S., & Manegold, J. G. (2018). Investigating Antecedents of Task Commitment and Task Attraction in Service Learning Team Projects. *Journal of Education for Business*, 93(5), 222– 232. <https://doi.org/10.1080/08832323.2018.1457620>
- Tahir, S. R., Anisah, N. R., & Rukli, R. (2021). Pengaruh Kecerdasan Interpersonal dan Task Commitment Terhadap Prestasi Belajar Matematika Siswa Kelas VIII SMP Negeri 1 Sungguminasa. *Jurnal Riset Dan Inovasi Pembelajaran*, 1(3), 186– 198. <https://doi.org/10.51574/jrip.v1i3.120>
- Tayibu, N. Q. (2016). Pengaruh Intelegensi, Task Commitment dan Self Efficacy terhadap Hasil Belajar Matematika Siswa SMA. *Journal of Educational Science and Technology (EST)*, 2(3), 132– 143. <https://doi.org/10.26858/est.v2i3.2104>
- Urhahne, D. (2011). Teachers' Judgments of Elementary Students' Ability, Creativity and Task Commitment. *Talent Development & Excellence*, 3(2), 229– 237.
- Utami, P. P., Widiatna, A. D., Ayuningrum, S., Putri, A., Herlyna, H., & Adisel, A. (2021). Personality: How does it impact teachers' organizational commitment? *Cakrawala Pendidikan*, 40(1), 120– 132. <https://doi.org/10.21831/cp.v40i1.33766>
- Utami, S., Nursalam, N., Hargono, R., & Susilaningrum, R. (2016). Midwives Performance in Early Detection of Growth and Development Irregularities of Children Based on Task Commitment. *International Journal of Evaluation and Research in Education (IJERE)*, 5(4), 300– 305. <https://doi.org/10.11591/ijere.v5i4.5957>