The Influence of Professional and Pedagogic Competence on Teacher's Performance

Khodijah Murkatik

SMP Negeri 2 Prabumulih, Indonesia
e-mail: khodjahmurkatik44@yahoo.com

Edi Harapan

Universitas PGRI Palembang, Indonesia
e-mail: ehara205@gmail.com

Dessy Wardiah

Universitas PGRI Palembang, Indonesia
e-mail: dessywardiah77@gmail.com

Article History: Received on 17 July 2020, Revised on 21 July 2020, Published on 27 July 2020

Abstract

The world of education continues to be demanded to be able to produce human resources in accordance with the needs of the community and employment in line with the development of technology and culture of the community. This study examines 1) is there an influence of professional competence on teacher performance; 2) is there any influence of pedagogical competence on teacher performance; and 3) is there an influence of professional competence and pedagogical competence together on teacher performance. The results of the study prove both partially and simultaneously there is an influence of professional competence and pedagogical competence on teacher performance. This research contributes to the teacher because the teacher is a very dominant and strategic element in the process of knowledge transfer. Teaching skills are a hallmark of the teaching profession. Achievement of learning goals and success in overcoming learning problems much depends on the ability or competence of teachers.

Keywords: Professional Competence; Pedagogic Competence; Teacher's Performance

A. Introduction

Education is a planned effort to influence others, both individuals, groups, and society so that they do what is expected by education practitioners. According to the Law Number 20 of 2003 education is the process of changing the attitudes and behavior of a person or group of people in an effort to mature humans through teaching and training efforts, processes, methods, and ways of educating. "Thus education is a conscious and planned effort to realize learning, so that students actively develop their potential to have a religious spiritual, self-control, personality, intelligence, noble character, and skills needed by them, in order to achieve educational goals. Achievement of educational goals that have been set together by school members, effective, conducive and harmonious school conditions among the education personnel in the school include principals, teachers, administrative staff, and parents of students who each have a role to play. An organization will succeed in achieving its goals and programs if the people who work in the organization can carry out their duties and maximize their duties in accordance with their

fields and responsibilities, and then a leader is needed who can direct all resources and bring educational organizations towards achieving goals.

Because professional education staff not only master the fields of science, teaching materials, and the right methods, but are able to motivate students, have high skills and broad insight into the world of education. The professionalism of the teaching staff is also consistently a most important factor in the quality of education. Professional education personnel are able to teach students effectively in accordance with resource and environmental constraints. However, to produce a professional teacher is also not an easy task. Teachers must be more dynamic and creative in developing student learning processes. So that the education process can run effectively and efficiently, teachers are required to have adequate competence, both in terms of type and content (Bafadal, 2014).

The teacher is a very dominant and strategic element in the process of knowledge transfer. Teaching skills are a hallmark of the teaching profession. Achievement of learning goals and success in overcoming learning problems much depends on the ability or competence of teachers. While in school, much of the knowledge that students learn is contained in what happens in class. And everything that happens in the classroom is very dependent on the teacher's initiative to implement the curriculum in learning activities (Danim, 2010).

A teacher must be able to create good learning conditions for students so that the quality of learning in the learning process can run well. Because teaching is not just a transfer of knowledge, but also experience, and the example of interaction during the learning process that takes place. In Government Regulation Number 19 of 2005 concerning National Education Standards, Article 28 Paragraph 1 states that educators must have competencies which include: pedagogic, personality, professional, and social.

Rusman (2012) argues that professional teachers are the key to smoothness and success in the learning process at school. Because only professional teachers can create an active situation for students in learning activities. Professional teachers are believed to be able to deliver students in learning to find, manage, integrate their acquisition, and solve problems related to knowledge, attitudes, and values or life skills. Professional teachers are believed to be able to make students think, behave and act creatively.

Furthermore Suharsaputra (2018) suggested that the teacher is a professional job that requires special expertise as an educator. This type of work cannot be done by anyone outside the field of education. Tasks include educating teachers as a profession, teaching and training. Teaching means continuing and developing science and technology. While training means developing the skills needed by the community in solving various problems faced by the community.

The form of teacher professionalism must be shown during the learning process. In line with Suharsaputra's opinion above, there are three missions that teachers must carry out in the learning process. The three missions are known as the three missions. According to Zahroh (2015) stated that the three missions are professional missions, humanitarian missions, and citizenship missions.

Kurniasih (2017) states professional teachers must have 4 competencies, namely 1) pedagogical competence, 2) personality competency, 3) social competence, and 4) professional competence.

Therefore, teachers who have competence are expected to be able to direct and develop the potential of their students and easily overcome the learning difficulties faced by students.

Professional competence is the ability to master extensive and in-depth learning material which includes: 1) concepts, structures, and methods of science, technology, art that are consistent with teaching material; 2) teaching material in the school curriculum; 3) conceptual relationships between related subjects; 4) application of scientific concepts in daily life; and 5) professional competition in a global context while preserving national values and culture (Bafadal, 2014). Danim (2010) further explained that Professional competence is the ability that teachers must have in planning and implementing the learning process. The teacher has the task to direct student learning activities to achieve learning objectives, for that the teacher is required to be able to convey the lesson material. Professional teachers have personal competence or ability, which is the ability that must be possessed by teachers with regard to aspects of professional competence in conveying learning, the teacher has a role and task as a source of material that is never dry in managing the learning process. Teaching activities must be welcomed by students as an art of managing the learning process that is obtained through practice, experience, and a never-ending willingness to learn. In carrying out the learning process, student activity must always be created and go on by using appropriate teaching methods and strategies.

Kurniash (2017) argues that good teacher competency is expected to be able to contribute in the world of education, considering that teachers are a vital component. Teachers who play a role in transforming science even though it are recognized in an increasingly sophisticated era, teachers are not the only source of knowledge. However, at the level of basic education, teachers continue to play their role. In other words, the teacher is the key to educational success.

This is reinforced from the relevant research results which state that teachers have a positive and high correlation with learning outcomes and student satisfaction, as research conducted by Nurchasanah (2018) states that 1) the management process includes: planning, carried out by the principal as manager analyzes existing programs by following up on existing programs such as creating work programs that can develop teacher professionalism. 2) Coordinating, the principal provides opportunities for teachers to participate in activities aimed at developing professionalism in teaching, such as: seminars, further studies, workshops, and so on. 3) Supervision, i.e. with an evaluation of the program that has been carried out, supervision is carried out on the teacher while teaching and coaching.

The existence of the four competency components possessed by the teacher certainly the learning process that is conveyed will be easier and more directed, this was stated by Mulyasa (2013) which mentions the term pedagogic interpreted as a process of continuous interaction and mutual assimilation between scientific knowledge and student development. Assimilation in question is the knowledge of students who are associated with the spirit of student learning itself to be more active. The pedagogical process as an educational process that highlights the relationship between education, teaching and learning that aims to develop the personality of students in order to prepare themselves to live their lives through learning.

According to the explanation of the Republic of Indonesia Law No.14 of 2005 Regarding Teachers and Lecturers, what is meant by pedagogical competence is the ability to manage learners' learning. Meanwhile according to Regulation of Ministry Education Number 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies. Pedagogical competence consists of: 1) mastering students' characteristics from physical, moral, spiritual, social, cultural, emotional, and intellectual aspects; 2) mastering learning theory and principles of

learning that educate; 3) develop curriculum related to the subjects being taught; 4) organizing educational learning; 5) utilizing information and communication technology for learning purposes; 6) facilitating the development of potential learners to actualize the various potentials they have; 7) communicate effectively, empathically, and politely with students; 8) carry out assessment and evaluation of learning processes and outcomes; 9) utilizing the results of assessment and evaluation for the benefit of learning; 10) perform reflective actions to improve the quality of learning.

The world of education continues to be demanded to be able to produce human resources in accordance with the needs of the community and employment in line with the development of technology and culture of the community. The government has sought to improve the professional abilities of teachers including improving qualifications and higher education level requirements for teaching staff from the early age level to tertiary education. In addition to certifying other efforts that have been determined in Indonesia to improve teacher professional competence, for example, Teacher Activity Centers, Teacher Working Groups, and Subject Teachers' Meetings that enable teachers to share experiences in solving problems they face in their teaching activities. Mulyasa (2013) states that the government made various efforts to develop competency standards and teacher certification, including the passing of the Teacher and Lecturer Law which was followed up with the development of the Government Regulation Draft on teachers and lecturers, which was intended to improve the professional and competence of teachers.

In the development of education, students in the future are expected to become qualified Indonesian people who are always able to solve the problems of their needs independently and in turn can contribute to creating a just and prosperous society. Measured human resource quality levels will be a benchmark for reconstructing education from time to time. One barometer of the success of education in realizing human resources is to measure the quality of human resources which is characterized by increasing the quality of knowledge, attitudes, and skills that are more dynamic and independent in social life, nation and religion with national and international order (Aqib, 2014).

The teacher has a position as a professional at the level of basic education, secondary education, and early childhood education in the formal education pathways that are appointed in accordance with regulations. Law Number 14 Year 2005 regarding Teachers and Lecturers defines that professional is work or activities carried out by someone and becomes a source of income for life that requires expertise, skills, or skills that meet certain quality standards or norms and requires professional education (Sa'ud, 2018).

The task of teacher's professionalism in the Law of the Republic of Indonesia Number 14 of 2005 article 20 (a) teachers and lecturers is to plan learning, implement quality learning processes, and assess and evaluate learning outcomes. The main tasks of the teacher that are realized in teaching and learning activities as well as the tasks of the teacher in the institution are forms of teacher performance. If the teacher's performance increases, it has an effect on improving the quality of outputs.

According to Aqib (2014) there are four measures that a teacher is declared professional (1) has a commitment to students and their learning processes, (2) deeply masters teaching materials and ways of teaching them, (3) is responsible for monitoring the ability of student learning through various techniques evaluation, (4) should be part of the learning community in the professional

environment. Aqib (2009) said that besides these four aspects, the nature and personality of a teacher is very important for the learning process is adaptability, enthusiasm, confidence, accuracy, empathy and good cooperation.

Basically there are a set of tasks that must be carried out by the teacher related to his profession as a teacher, namely (1) tasks in the professional field include educating, teaching and training students; (2) assignments in the field of humanity include that teachers in schools must be able to become second parents, be able to understand students, help students in transforming and identifying themselves; (3) tasks in the social field include helping the community to be able to obtain knowledge and educate the Indonesian people as a whole based on Pancasila (Uno, 2013).

Teacher performance is influenced by the ability and motivation factors (Soekarno, 2015). Motivation is a driving force from within and within the subject to perform certain activities in order to achieve a goal (Sardiman, 2013), if the motivation to work is high it will affect high performance and vice versa if motivation is low it will cause the performance owned is low.

Furthermore Syaodih (2014) argues that in the world of education the teacher bears tasks and responsibilities that are not light, in addition to the teacher educating smart students in a sense of mind, teachers also educate their students to be polite in their minds. Being a professional teacher is not enough to master the material, but be able to protect students, be an example for students, always encourage students to do better and move forward, and maintain the teacher's code of ethics, such as the philosophy of Ki Hajar Dewantoro "*ing ngarso sung tuladha , ing madya mangun karso, tut wuri handayani*".

According to Sani (2017) in carrying out their duties, the teacher is not in an empty environment. It is part of a "big machine" of national education, and because of that it is bound to nationally established guidelines for what it must do. This is normal everywhere, but in the context of teacher professionalism where teaching is considered professional work; teachers are required to be professional in carrying out their duties.

According to Mangkunegara (2011) teacher's performance is a learning activities into better activities, so that educational goals that have been set are achieved well through a learning activity carried out by the teacher in accordance with the targets and objectives. Furthermore Rusyan (2016) states that teacher performance is implementing the learning process both carried out in the classroom and outside the classroom in addition to working on other activities, such as working on school administration and learning administration, carrying out guidance and services to students, and implementing assessment.

Based on preliminary observations that researchers obtained at SMP Negeri 2 Prabumulih, SMP Negeri 5 Prabumulih and SMP Negeri 12 Prabumulih. Information obtained in broad outline shows that the professional competence and pedagogical competence of teachers at each of the Public Middle Schools in Prabumulih Timur are considered to be good, but need to be improved especially those related to the performance of the teacher himself. As researchers have obtained in SMP Negeri 2 Prabumulih in the learning process assisted by teachers who taught 59 teachers consisting of 53 PNS teachers and 6 honorary teachers, in SMP Negeri 5 Prabumulih assisted by 81 teachers who taught the teachers, consisting of 60 PNS teachers and 21 honorary teachers, while in SMP Negeri 12 Prabumulih, assisted by teachers who taught 38 teachers consisting of 20 PNS teachers and 18 honorary teachers. In the learning activities in each State Junior High

School in Prabumulih Timur, it is dense and scheduled, which starts from 07.00 am until 01.30 pm. While the extracurricular activities are carried out at 03:00 pm until 05.15 pm.

Still according to information obtained by researchers that the name of life and life of course human nature is different, such as for example there are still some teachers who are undisciplined in carrying out their duties, there are still teachers who are late attending, some are not present for reasons of family affairs, there are also teachers who teach through lectures and assignments, sometimes without giving an explanation first. In other words, teacher work motivation is not optimal, and teacher performance needs to be improved.

Based on this description, the researchers proposed the following hypotheses in this study: 1) Is there an influence of professional competence on the teacher's performance of SMP Negeri in Prabumulih Timur; 2) is there any influence of pedagogical competence on the teacher's performance of SMP Negeri in Prabumulih Timur; 3) is there an influence of professional competence and pedagogical competence together on the teacher's performance of SMP Negeri in Prabumulih Timur.

B. Methods

According to Arikunto (2010) the research method is a scientific way to obtain data that has special rational, empirical and systematic characteristics. Furthermore Sugiyono (2015) argues that quantitative research methods can be interpreted as research methods based on the philosophy of positivism, used to examine populations and specific samples, sampling techniques are generally carried out randomly, data collection using research instruments, quantitative data analysis or statistics with the aim to test the hypothesis that has been set.

Based on the description above, the method in this study is a quantitative method with a survey approach. In line with this study, Sugiyono (2015) suggested that the survey method was used to obtain natural place specific data, but the researchers treated data collection for example by distributing questionnaires, tests, structured interviews and so on (treatments not as in experiments).

The population in this study was all teachers who taught at SMP Negeri 2 Prabumulih, SMP Negeri 5 Prabumulih and at SMP Negeri 12 Prabumulih in Prabumulih Timur area as can be seen in the following table.

Table 1 Population

No.	School Name	Teacher		Amount
		Permanent	Non-permanent	
1	SMPN 2 Prabumulih	53	6	59
2	SMPN 5 Prabumulih	60	21	81
3	SMPN 12 Prabumulih	20	18	38
Total		133	45	178

The purposive sample in this study was teachers in each of the Public Middle Schools in Prabumulih Timur, 133 teachers, as shown in the following table.

Table 2 Sample

No.	School Name	Amount Permanent Teacher
1	SMPN 2 Prabumulih	53
2	SMPN 5 Prabumulih	60
3	SMPN 12 Prabumulih	20
Total		133

We took the data using a questionnaire and analyzed the data using simple correlation data analysis and multiple regression techniques with the help of SPSS for Windows Version 21. Based on the results of testing the validity and calculation of reliability that all the questionnaires tested were declared valid and can be used.

C. Results and Discussion

The normality test in this study uses the Kolmogorov-smirnov test; the criterion is significant for the two-sided test the results of calculations greater than > 0.05 mean normal distribution. The normality test the Kolmogorov-Smirnov test can be used from the Statistical Program for Social Science (SPSS) software program for Windows Version 21. The normality of data distribution is calculated by comparing the Asymptotic Significance values obtained with the value $\alpha = 0.5$. If Asymp Sig. > 0.05 , then the data is declared normal as shown in the following table.

Table 3 Normality Testing

One-Sample Kolmogorov-Smirnov Test

		Professional Competence	Pedagogic Competence	Teacher's Performance
N		133	133	133
Normal Parameters ^{a,b}	Mean	3.2147	3.0124	2.9585
	Std. Deviation	.23084	.22336	.18790
Most Extreme Differences	Absolute	.102	.084	.086
	Positive	.102	.084	.086
	Negative	-.064	-.069	-.067
Kolmogorov-Smirnov Z		1.177	.965	.992
Asymp. Sig. (2-tailed)		.125	.309	.279

a. Test distribution is Normal.

b. Calculated from data.

Based on the normality test in the table above, it is known that the analysis of professional competence has a value of $0.125 > 0.05$. Thus, it can be said that there is an influence of professional competence on the teacher's performance of SMP Negeri in Prabumulih Timur can be said to be normally distributed. Pedagogical competency analysis has a value of $0.309 > 0.05$. Thus it can be said that there is an influence of pedagogical competence on the teacher's performance of State Junior High Schools in Prabumulih Timur can be said to have normal distribution. Analysis of teacher performance has a value of $0.279 > 0.05$. Thus, it can be said that there is an influence of professional competence and pedagogical competence together on the teacher's performance of SMP Negeri in Prabumulih Timur can be said to be normally distributed.

The homogeneity test in this study is intended to test the similarity of the population variance that is normally distributed. Homogeneity test uses Chi-Square. According to Riduwan (2013), if the probability value is > 0.05 then the data comes from populations with the same or homogeneous variance. Before using multiple linear regression analysis, the requirements that must be met are to test its homogeneity. Homogeneity testing is needed to determine whether the data are from the same population or are called homogeneous. Homogeneity testing in this study was carried out using the Chi-Square test by setting significance results of 5% ($\alpha = 0.05$). Interpretation of homogeneity of the data was calculated based on the Asymptotic Significance value obtained. If Asymp. Sig. > 0.05 , then the data is declared homogeneous as can be seen in the following table.

Table 4 Homogeneity Test
Test Statistics

	Professional Competence	Pedagogic Competence	Teacher's Performance
Chi-Square	63.474a	49.158a	65.414b
df	20	20	22
Asymp. Sig.	.078	.192	.092

Based on the homogeneity test in the above table, it is known that the results of the analysis obtained sig. of $0.078 > 0.05$. Thus, it can be said that the influence of professional competence on the teacher's performance of SMP Negeri in Prabumulih Timur is said homogeneous. Furthermore, the pedagogical competency analysis results obtained sig. amounting to $0.192 > 0.05$. Thus, it can be said that the influence of pedagogical competence on the teacher's performance of SMP Negeri in Prabumulih Timur is homogeneous. The results of teacher's performance analysis obtained sig. amounting to $0.092 > 0.05$. Thus, it can be said that the influence of professional competence and pedagogical competence together on the teacher's performance of SMP Negeri in Prabumulih Timur is homogeneous.

The linearity test of the influence of professional competence and pedagogical competence on the teacher's performance of SMP Negeri in Prabumulih Timur was analyzed using the application program SPSS For Windows Version 21 with the criterion that the F-count linearity $>$ than F-table as can be seen in the following table.

Table 5 Linearity Test Professional Competence to Teacher's Performance
ANOVA Table

		Sum of Squares	df	Mean Square	F	Sig.
Teacher's Performance* Professional Competence	(Combined)	1.314	20	.066	2.199	.005
	Between Groups	.468	1	.468	15.659	.000
	Deviation from Linearity	.846	19	.045	1.491	.102
	Within Groups	3.346	112	.030		
	Total	4.660	132			

Based on the description of the professional competency linearity test on teacher performance in the table above, it shows that F-count $>$ F-table is the value on the dev line. From linearity of $0.102 > 0.05$. Thus it can be said that professional competence is linear to teacher's performance. Furthermore, the linearity tests of the influence of professional competence and

pedagogical competence on the teacher's performance of SMP Negeri in Prabumulih Timur as shown in the following table.

Table 6 Linearity Test Pedagogic Competence to Teacher's Performance

ANOVA Table

			Sum of Squares	Df	Mean Square	F	Sig.
(Combined)			.717	20	.036	1.017	.448
Teacher's Performance* Pedagogic Competence	Between Groups	Linearity	.269	1	.269	7.632	.007
		Deviation from Linearity	.448	19	.024	.669	.842
	Within Groups		3.944	112	.035		
	Total		4.660	132			

Based on the description of the pedagogical competency linearity test of teacher's performance in the table above, it shows that $F\text{-count} > F\text{-table}$ is the value on the dev line. From linearity of $0.842 > 0.06$. Thus it can be said that pedagogical competence is linear to teacher's performance.

This hypothesis test was carried out with the help of the SPSS version 21 program. Hypothesis testing was used to calculate the frequency distribution test at the significance level of α 5%. H_0 is rejected if the value of $F\text{-count} > F\text{-table}$ or significance p is smaller than α . The results obtained can be seen in the following table.

Table 7 Hypothesis Testing Professional Competence to Teacher's Performance

Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.129	.217		9.795	.000
Professional Competence	.258	.067	.317	3.823	.000

a. Dependent Variable: Teacher's Performance

Based on the hypothesis test in the table above, the results obtained by variable X_1 to variable Y , the influence of professional competence on the teacher's performance of SMP Negeri in Prabumulih Timur obtained a value of 0.317. This means obtaining a hypothesis test analysis of $0.317 > 0.05$. Thus it can be said that the assumptions of the research hypothesis proposed that there is an influence of professional competence on the teacher's performance of SMP Negeri in Prabumulih Timur and it can be said it is accepted.

Furthermore, the hypothesis test of the influence of pedagogical competence on the teacher's performance of SMP Negeri in Prabumulih Timur can be seen in the following table.

Table 8 Hypothesis Testing Pedagogical Competence on the Teacher's Performance Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.350	.216		10.903	.000
Pedagogic Competence	.202	.071	.240	2.831	.005

a. Dependent Variable: Teacher's Performance

Based on the hypothesis test in the table above, the results obtained by the variable X_2 to the Y variable, the influence of pedagogical competence on the teacher's performance of SMP Negeri in Prabumulih Timur obtained a value of 0.240. This means that the acquisition of a hypothesis test analysis $0.240 > 0.05$. Thus it can be said that the assumptions of the research hypotheses proposed that there is an influence of pedagogical competence on the teacher's performance of SMP Negeri in Prabumulih Timur can be said it is accepted.

Based on the results of the research questionnaire data it is known that the questionnaire tested was a professional competency questionnaire totaling 20 statements, a pedagogical competency questionnaire totaling 20 statements and a teacher performance questionnaire totaling 25 statement items were all declared valid and reliable, and could be included in the research.

Based on the results of the analysis of the research data it is known that 1) there is an influence of professional competence on the performance of teachers of State Junior High Schools in Prabumulih Timur; 2) there is an influence of pedagogical competence on the performance of teachers of state junior high schools in Prabumulih Timur; 3) there is an influence of professional competence and pedagogical competence together on the performance of teachers of SMP Negeri in Prabumulih Timur.

Professional teachers are the main keys to fluency and success in the learning process at school. Because only professional teachers can create an active situation for students in learning activities. Professional teachers are believed to be able to deliver students in learning to find, manage, integrate their acquisition, and solve problems related to knowledge, attitudes, and values or life skills. Professional teachers are believed to be able to make students think, behave and act creatively.

Suharsaputra (2018) suggested that teachers are professional jobs that require special skills as educators. This type of work cannot be done by anyone outside the field of education. Tasks include educating teachers as a profession, teaching and training. Teaching means continuing and developing science and technology. While training means developing the skills needed by the community in solving various problems faced by the community.

The teacher is directly confronts students, transfer knowledge and technology while educating with positive values. The existence of teachers in education is crucial, because their obligation is not only to transfer knowledge, but also to internalize values to students.

D. Conclusion

Based on the results of the study it can be concluded 1) there is an influence of professional competence on the teacher's performance of SMP Negeri in Prabumulih Timur; 2) there is an influence of pedagogical competence on the teacher's performance of SMP Negeri in Prabumulih Timur; 3) there is an influence of professional competence and pedagogical competence together on the teacher's performance of SMP Negeri in Prabumulih Timur.

E. Acknowledgement

We would like to express our special thanks and gratitude to Principal of SMP Negeri 2 Prabumulih and Rector Universitas PGRI Palembang who gave us the support to do this wonderful project. This project was funded independent. Secondly, we would also like to thank our friends who helped us a lot in finalizing this project within the limited time frame.

REFERENCE

Arikunto, S. (2010). *Prosedur Penelitian Suatu Pendekatan Praktik [Research Procedure A Practical Approach]*. Jakarta: Rineka Cipta.

Aqib, Z. (2014). *Menjadi Guru Profesional Berstandar Nasional [Become a National Standard Professional Teacher]*. Bandung: Yrama Widya.

Bafadal, I. (2014). *Peningkatan Profesionalisme Guru dalam Kerangka Manajemen Peningkatan Mutu Berbasis Sekolah [Improvement of Teacher Professionalism in School-Based Quality Improvement Management Framework]*. Jakarta: Bumi Aksara.

Danim, S. (2010). *Profesionalisme dan Etika Profesi Guru [Teacher Professionalism and Professional Ethics]*. Bandung: Alfabeta.

Government Regulation Number 19 of 2005

Kurniasih, I. (2017). *Kompetensi Pedagogik, Teori dan Praktik Untuk Peningkatan Kinerja dan Kualitas Guru [Pedagogical Competence, Theory and Practice for Improving Teacher Performance and Quality]*. Jakarta: Kata Pena.

Law Republic of Indonesia Number 20 of 2003

Law of Republic of Indonesia No.14 of 2005

Mangkunegara. (2011). *Kinerja Guru dan Upaya Meningkatkan [Teacher Performance and Efforts to Improve It]*. Jakarta: Raja Graffindo Persada.

Mulyasa, E. (2013). *Standar Kompetensi dan Sertifikasi Guru [Teacher Competency Standards and Certification]*. Bandung: Rosdakarya.

Nurchasanah, I. (2018). *Manajemen Pengembangan Profesionalisme Guru dalam Meningkatkan Kualitas Belajar Siswa di MTs Kepoh Delunggu Klaten Tahun Pelajaran 2017/2018 [Teacher Professional Development Management in Improving*

Regulation of Ministry Education Number 16 of 2007

Riduwan. (2013). *Variabel Penelitian [Research variable]*. Bandung: Remaja Rosdakarya.

Rusman. (2012). *Guru dan Profesi [Teachers and Professionals]*. Jakarta: Rineka Cipta.

Rusyan. (2016). *Manajemen Peningkatan Kinerja Guru [Teacher Performance Improvement Management]. Konsep Strategi dan Implementasi*. Bandung: Remaja Rosdakarya.

Sani, B. (2017). *Kompetensi Pedagogik, Teori dan Praktik Untuk Peningkatan Kinerja dan Kualitas Guru [Pedagogical Competence, Theory and Practice for Improving Teacher Performance and Quality]*. Jakarta: Kata Pena.

Sardiman. (2013). *Interaksi dan Motivasi Belajar Mengajar [Interaction and Motivation for Teaching and Learning]*. Jakarta: Raja Grafindo Persada.

Sa'ud, U. S. (2018). *Pengembangan Profesi Guru [Teacher Professional Development]*. Bandung: Remaja Rosdakarya.

Sugiyono. (2015). *Metode Penelitian Pendidikan, Pendekatan Kuantitatif, Kualitatif dan R & D [Educational Research Methods, Quantitative Approaches, Qualitative and R&D]*. Bandung: Alfabeta.

Suharsaputra. (2018). *Supervisi Pendidikan (Pendekatan Sistem Berbasis Kinerja) [Educational Supervision (Performance Based Systems Approach)]*. Bandung: Refika Aditama.

Soekarno, P. R. (2015). *Kinerja Guru dan Faktor-Faktor yang Mempengaruhinya [Teacher Performance and Factors That Influence It]*. Jakarta: Rineka Cipta.

Syaodih N. (2010). *Landasan Psikologi Proses Pendidikan [The foundation of the Psychology of Educational Process]*. Bandung: Remaja Rosdakarya.

Uno, H. B. (2013). *Profesi Kependidikan [Educational Profession]*. Bandung: Remaja Rosdakarya.

Zahroh, A. (2015). *Membangun Kualitas Pembelajaran Melalui Dimensi Profesionalisme Guru [Building Quality Learning Through the Dimensions of Teacher Professionalism]*. Bandung: Yrama Widya.