

RELATIONSHIP OF TEACHER COMPETENCY TEST AND TEACHER PERFORMANCE ASSESSMENT IN INCREASING EDUCATION QUALITY

EFRILIA

Widyaiswara Ahli Madya
eviprabuagung@gmail.com

ABSTRACT:

Teacher competence is indeed an ability possessed by a professional educator in the field of education in improving the quality of education, of course it needs to be tested and assessment of teacher performance is needed to see the teacher competency profile in order to see the root causes of the problems being faced in order to improve the quality of education. The results of the UKG are also used as material for policy considerations in the provision of teacher professional development and development programs as well as giving awards and appreciation to teachers. The results of the Teacher Performance Assessment are used for policy makers and decisions to determine strategic steps in order to improve the quality of teacher performance and more specifically improve the quality of learning and learning services. Hope with the improvement in the quality of the process of providing learning and learning will improve the quality of education.

KEYWORDS: Teacher Competency Test, Teacher Performance, Education Quality.

INTRODUCTION:

The shift of teachers as knowledge agents has shifted towards learning agents to encourage, help, mobilize and direct learners to get learning experiences in accordance with the stages of student development both interests, talents, potential, physical and psychological learners as stated by Kunandar (2008: 22) can interpreted as teachers must understand the potential of students both talents, interests and physical and potential of students to be empowered. The role of teachers in learning agents is highly required to have and master several competencies as the key to success in improving the quality of education as stated in Government Regulation No. 19 of 2005

concerning National Education Standards article 28 paragraph 3 which mandates that there are four competencies, namely: pedagogical competence, personality competence, competence professional, social competence. The four competencies must be mastered and understood and must be skilled at doing so, as stated by Muslich (2007: 12) argues that competence is a knowledge, skills and attitudes that are intact and displayed in performance. Mulyasa (2008: 34) also emphasized that competency as an agent of learning at the level of primary and secondary education and early childhood education which includes: pedagogical competence, personality competence, professional competence, and social competence. Mulyasa (2006: 41) emphasizes the more important thing besides the four competencies is the teacher must have proportional moral and spiritual competence.

Teacher competence is indeed an ability possessed by professional educators in the field of education in improving the quality of education, of course it needs to be tested and assessment of teacher performance is needed to see the teacher competency profile in order to see where the root of the problems being faced in order to improve the quality of education. It is very unlikely that the quality of education can be boosted without the competence of good and truly qualified teachers as stated by Yamin (2006: 95) suggesting that quality graduates can be achieved with qualified teachers who influence the learning and learning process in schools and more clearly Yamin (2006: 95) emphasizes that where teachers in schools are environments that influence the educational process besides parents and the community.

How to evaluate teacher competency guidance and counseling can be done through the Teacher Competency Test and Teacher Performance Assessment by paying attention to the principles and steps and procedures for implementing the evaluation process, namely:

first, preparation, by understanding the Teacher Performance Assessment guidelines, second implementation, third grading, and fourth reporting. The 2015 UKG was conducted by census or attended by all teachers in positions, both PNS and non PNS teachers, with the number of types of questions tested being subjects/class teachers / expertise packages / BK. The acquisition of UKG results for each teacher becomes part of the teacher performance appraisal, therefore according to the professional principles the teacher will follow the UKG in subjects in accordance with the educator's certificate and the level of education he supports. The 2015 UKG is prepared in an open process, in accordance with the principles of evaluation, fair, open, honest and accountable by involving experts in their fields and the public, so it is believed to be credible.

The phenomenon of teacher competency has now been questioned by the community because it is evident from the results of research on the 2015 Teacher Competency Test by the FKIP Uniska MAB Banjarmasin Team that shows that there is still a low teacher competency score below the 60 mark. Banjarmasin City Vocational School based on Pedagogical Competency Values in high school with the details, namely: grades: 13-28 there are 4 people, grades 29-44 there are 44 people, grades 45-60 there are 5 people and grades 61-76 there are 10, while for the level of vocational school grades 13-28 there are 2 people, value 29-44 there are 25 people, value 45-60 there are 18 people and nilia 61-76 there are 2 people.

The UKG results are also used as policy considerations in the provision of teacher professional development and development programs as well as giving awards and appreciation to teachers and Teacher Performance Assessment Results are used for policy makers and decisions to determine strategic steps in order to improve the quality of teacher performance and more specifically improve the quality of giving learning and learning services. Hope with the improvement in the quality of the process of providing learning and learning will improve the quality of education.

RESULT AND DISCUSSION: TEACHER COMPETENCY:

Teacher competency is the key to success in improving the quality of education. Teacher competence is indeed an ability possessed by professional educators in the field of education as in Government Regulation No. 19 of 2005 concerning National Education Standards article 28 paragraph 3 there are four competencies namely: pedagogical competence, personality competence, professional competence, social competence. Kunandar (2008: 51) explains competence is the possession of knowledge, skills and abilities that are demanded from certain positions. The teacher is a professional educator with educator standards, one of which is the competency standard as mama stated Mulyasa (2006: 40) that competency is as an agent of learning and learning at the level of primary, secondary and early childhood education and also added moral competence and spiritual competence. Broke and Stone 1975 (Usman. 2001: 14) states that the Descriptive of qualitative nature or teacher behavior appears to be meaningful.

Competence is a rational behavior that is manifested in a performance that requires appropriate conditions. Teachers as a professional job are required to have competence which is a field of work in the field of education with their ability and expertise to carry out their duties and functions as a professional teacher who is maximally educated and well trained, and has very rich experience in the field of education, so this is where the profession shows teachers with other professional occupations as stated by Usman (2001: 15) that professional teachers are educated and trained teachers as well as mastering various strategies or techniques in learning and learning, also mastering educational foundations as contained in teacher competencies. Teachers as educators who have received education and training in the field of education that have been required as stated by Mulyasa (2008: 35-36) can be interpreted that teacher education is at least S-1 / D IV in the field of education.

There are four competencies required in the professional teacher profession that are expected to improve the quality of education

through improving the quality of planning, implementation, assessment and follow-up of learning and learning so as to produce quality graduates with the knowledge, skills and attitudes of students as stated by Hasanah (2013: 81) graduate competencies are raised in

the hope that school graduates will be able to become graduates who have the skills so that students are able to live when and where they are.

Teacher competencies can be seen in more detail as follows namely:

Table: Teacher Competencies

NO	COMPETENCE	SUB COMPETENCY	INDICATOR
1	Pedagogic competencies include understanding students, designing and implementing learning, evaluating learning outcomes and developing students to actualize their various potentials	1.1. Understand students in depth	a. Understand students by utilizing the principles of cognitive development b. Understand students by utilizing the principles of personality c. Identifying the initial learning provisions of students
		2.2. Designing learning, including understanding the educational foundation for the benefit of learning	a. Understanding the foundation of education b. Establish learning and learning theories. c. Determine learning strategies based on students' characteristics, competencies to be achieved and teaching material d. develop learning plans based on the chosen strategy
		2.3. Carry out learning	a. Setting the background (setting) learning b. Carry out conducive learning
		2.4. Design and carry out evaluation of learning	a. Design and carry out an evaluation (assessment) of the learning process and outcomes on an ongoing basis with various methods b. Analyze the results of the evaluation process and learning outcomes to determine the level of learning limitations (mastery learning) c. Utilizing the results of learning assessments to improve the quality of learning programs in general
		2.5. Develop students to actualize their various potentials	a. Facilitating students to develop various academic potentials b. Facilitating students to develop various academic potentials c. Facilitating students to develop various non-academic potentials
2	Personality Competencies Personal abilities that reflect a steady, stable, mature, wise and authoritative personality, set an example for students, and have good morals	2.1 A steady and stable personality	a. Acting according to legal norms b. Act according to social norms c. Proud as a teacher d. Have consistency in acting according to norms
		2.2 Mature personality	a. Showing independence in acting as an educator b. Have a work ethic as a teacher
		2.3 Wise personality	a. Showing actions based on the benefit of students, schools and the community b. Shows openness in thinking and acting
		2.4 An authoritative personality	a. Having a behavior that has a positive effect on students b. Have respectable behavior
		2.5 Have good character and can be an example	a. Acting according to religious norms (faith, piety, honesty, sincere, like helping) b. Having the behavior exemplified by students

3	Professional competence is the mastery of extensive and in-depth learning material which includes the mastery of curriculum material in school subjects and the scientific substance that houses the material, as well as the management of the structure and methodology of science.	3.1 Mastering scientific substances associated with studies	a. Understand the teaching material available in the school curriculum b. Understanding the structure, concepts and methods of science that overshadow or be coherent with teaching material c. Understand the relationship of concepts between related subjects d. Converting concepts to scientists in everyday life
		3.2 Mastering the structure and scientific methods	Mastering research steps and critical studies to deepen the knowledge or material of the field of study
4	Social Competence is the ability of teachers to communicate and interact effectively with students, education personnel, parents / guardians of students, and surrounding communities	4.1. Able to communicate and get along effectively with students	Communicate effectively with students
		4.2 Able to communicate and socialize effectively with fellow educators and education staff	Communicate and get along effectively with fellow educators and education personnel
		4.3 Able to communicate and socialize effectively with parents or guardians of students and surrounding communities	Communicate and get along effectively with parents or guardians of students and surrounding communities

Source: Directorate of Manpower Directorate General of Higher Education and Directorate of Professional Educators Directorate General of PMTK Ministry of National Education with Modifications

1. Core Competencies and Basic Competencies:

Teachers according to Mulyasa (2016,71) have a very large share in implementing curriculum and learning and are very instrumental in assisting the development of students to realize their life goals optimally. In implementing the curriculum, the community places hope on the teacher because the teacher is directly involved in creating learning to form Core Competencies and Basic Competencies. The teacher also facilitates the curriculum and learning so that it can be digested by students. Teachers must organize an interactive, inspiring, fun, challenging, motivating learning process, providing sufficient space to bring about initiative, creativity, independence of talents and interests, physical and psychological development of students.

KI-KD can effectively be done with quantum learning developed by Bobbi de porter and Mike Hernaki (Mulyasa, 2016,77) as a learning approach that offers learning concepts while playing. This approach offers that the learning process can be done in various ways including Learning Based on Sources that provide

understanding to students about the breadth and diversity of information sources that are used as learning resources such as humans, museums, organizations, print media, electronic media, libraries and so forth.

Quantum learning is an interaction that converts energy into light which contains a combination of suggestibility, learning acceleration techniques and neuro linguistic programs with study concepts such as right brain, left brain, mid brain, triune brain theory, modality choice, intelligence theory, holistic education, learning with experience, learning with symbols, simulations and games. Quantum learning includes important aspects in the neuro linguistic program which is a study of how the brain organizes information, examines the relationship between language and behavior that can be used to create effective communication links between students with teacher.

There are seven key advantages of quantum learning, namely Life in Integrity, Failure to Bring Success, Talking with Good Intention, Commitment, Sense of Ownership, Flexible and Situational and Balance. There are eight procedures performed in quantum learning,

namely AMBAK Strength (What Benefits for Me), Structuring the Learning Environment, Fostering Champion Attitudes, Freeing Learning Styles, Familiarize Taking Notes, Familiarize Reading, Make Students More Creative, Train Students' Memory Strength.

The formation of KI-KD can be done with Quantum Teaching which is to create an effective learning environment, design learning, present material and facilitate the learning process. Quantum teaching has two important parts namely context and content. In CONTEXT you will find all the parts needed to change an empowering atmosphere, a solid foundation, a conducive environment and dynamic learning design while in ISI you will find the delivery skills for any curriculum in addition to the strategies needed by students to be responsible for what is learned, namely the presentation excellent, adequate facilities, study skills to learn, and life skills. The design of quantum teaching is known as TANDUR which is Grow, Natural, Name, Demonstrate, Repeat, and Celebrate.

2. Teacher Competency Test:

The Teacher Competency Test (UKG) as Mulyasa (2013:55) stated is one of the government's programs to improve the dignity of teachers and provide quality assurance of education services in accordance with the mandate of the Teacher and Lecturer Law. Through UKG, it is expected to obtain an overview and mapping of teacher competencies and performance as a basis for coaching so that teachers and other education staff can meet the Minimum Service Standards. The UKG is also needed to improve teacher competencies so that they have sufficient competence to implement National Education Standards in accordance with the needs of the profession, expectations and aspirations of the community and in accordance with the development of science, technology and the arts. Test according to Mulyasa's view (2016:192) should be conducted continuously to find out the development of teacher professionalism so that the UKG results can be used faithfully when both promotions, placements, and awards for teachers. Implementation of Teacher Competency Test can be done in schools or

regions in collaboration with testing centers or institutions that are usually done such as the guidance and counseling department in tertiary institutions with the test equipment used, namely test and notest.

TEACHER PERFORMANCE:

1. Understanding Teacher Performance:

Teacher performance is a willingness of a teacher or group of teachers to carry out an activity and perfect it according to their responsibilities with the expected results. If it is associated with performance as a noun in which one of the entries is the result of a job, the notion of performance or performance is the work that can be achieved by a teacher in an educational institution in accordance with the authority and responsibilities of each in an effort to achieve the goals of the educational institution legally, does not violate the law and does not conflict with morals or ethics and norms that apply. Rivai (2005: 15-17). Employee performance is the result of quality and quantity of work achieved by an employee in carrying out their duties in accordance with the responsibilities given to him.

2. Factors That Affect Teacher Performance:

Hary Susanto (2012: 197-212) can be stated that there is a positive and significant influence of the teacher's competence and leadership on the work motivation of vocational teachers. And the leadership of the school head affects the performance of vocational teachers. In the implementation of competency-based curriculum in schools there are also several factors that affect teacher performance as the results of research by Hanafi and Yuiliani (2006: 41-58) can be interpreted that teacher performance is influenced by factors of knowledge, skills, motivation.

A job done in a particular field of work carried out by a worker or officer may be said in this case the teacher in achieving a learning goal and learning effectively, efficiently, productively, and outcomes can be influenced by several things that can hinder the achievement of the objectives of a learning and learning done by the teacher as stated as follows:

1) Effectiveness and efficiency:

Every activity carried out by a person in a job as a teacher does the learning process and what if a learning and learning goal is finally achieved can be said that the teacher's learning and learning activities are effective, but if the consequences or effects of learning and learning are not sought in assessing the activities that are important from the results of learning and learning so as to result in satisfaction although effective is called inefficient. As stated by Prawirosentono (1999: 27). Said that if the effects or impacts sought are not important or trivial then the activity is efficient. Ineffective and efficient teacher performance can influence the learning process and quality learning and lack of competitiveness.

2) Authority:

Authority is the nature of a communication or order that educates and guides students in a learning and learning process owned by a teacher to his students to carry out a learning activity in accordance with his contribution in line with what was stated by Prawirosentono (1999: 27). It can be said that the order says what is and is not allowed in the organization. Effective communication in the learning and learning process will create teacher performance in learning and learning that is quality and competitive and vice versa if the teacher's performance in communicating learning and learning is less effective and weak competitiveness will have an impact on the quality of learning and learning.

3) Discipline:

Discipline is to obey the applicable laws and regulations. Prawirosentono (1999: 27). Thus, employee discipline is the activity of the employee concerned in respecting work agreements with the organization where he works. This is where the performance of teachers is required to be disciplined in carrying out their duties in school to teach, educate and guide students according to the competencies of teachers in a professional manner. Teacher performance that is lacking in discipline such as often not teaching, not

educating and not providing guidance to students will hinder the process of achieving goals learning and learning and students lack teaching, education and coaching so that it impacts on the quality of learning and student learning which ultimately creates graduates who are less qualified and lack competitiveness.

4) Initiative:

Initiative that is related to the power of thought and creativity in forming ideas to plan something related to learning and learning goals. The performance of teachers who are creative in working will have lots of ideas in creating a conducive situation in learning and learning in the classroom and outside the classroom so as to create a quality of learning that can compete. Conversely the performance of teachers who are less creative because of being in the comfort zone or have felt safe and are considered normal by not wanting to think hard and diligently for a change in learning and learning to influence can even possibly hinder the improvement of quality and competitiveness in learning and learning.

3. Characteristics of Teacher Performance:

Characteristics is a personality that is manifested in behavior so that someone's snails and character are drawn as a result of an interaction, interruption, interconnection with their environment. Characteristics of each person varies depending on the results of interaction, interruption and interconnection of a person with their environment and the potential they carry from birth. in a person's performance also varies some are high and some are low. For the characteristics of high performance has been stated Mangkunegara (2002: 68) suggested that the characteristics of people who have high performance are as follows:

1) Has high personal responsibility.

Characteristics of high teacher performance in learning and learning is contained in a teacher with a high sense of responsibility and this is a diver forcedan magnetic force that encourages to do a job carried out by a

teacher so that the teacher's performance becomes high.

2) Dare to take and bear the risks faced.

The performance characteristics of teachers with their entrepreneurial spirit will lead to high performance because of their independence and brave entrepreneurial spirit so they have the courage to make decisions for future quality and competitiveness, disamping also has the courage to take risks with planning and programs and strategies that have been carefully calculated.

3) Have realistic goals.

Teachers with high performance have the characteristics of rational thinking with a vision and mission that prioritizes quality and competitiveness in the learning and learning process and has realistic goals according to the results of internal and external audit of the school.

4) Have a comprehensive work plan and strive to realize it

A high performance for a teacher with thinker character will be able to compile a comprehensive work plan based on an in-depth and rooted study based on data problems faced by gurtu to improve the quality and competitiveness of the learning and learning process.

5) Utilizing concrete feedback in all work activities that it does.

High teacher performance with the characteristics of the ability to follow up (follow up) all findings that both hinder and support their work activities from all aspects and areas of work occupied by the teacher in learning and learning as a whole.

6) Looking for opportunities to realize plans that have been programmed.

Teachers with the ability to see opportunities to make changes in learning and learning on an ongoing basis will make a strategy in realizing the programs that have been prepared, so that the change continues and is sustainable.

According to Robert L. Mathis and John H. Jackson (2001: 82) factors that influence the performance of individual workforce, namely: 1. Their ability, 2. Motivation, 3. Support received,

4. The existence of the work they do, and 5. Their relationship with the organization.

Based on the above understanding, the writer draws the conclusion that performance is the quality and quantity of an individual or group's work in a particular activity caused by natural abilities or abilities obtained from the learning process and the desire to excel. According to Mangkunegara (2000) factors that affect performance include: a. Ability Factor. Psychologically the ability of employees consists of potential ability (IQ) and reality ability (education). Therefore employees need to be placed in jobs that match their expertise. b. Motivation Factor. Motivation is formed from the attitude of an employee in dealing with work situations (motivation). Motivation is a condition that moves employees to be directed towards achieving work goals. Mental attitude is a mental condition that encourages someone to try to achieve maximum work potential.

4. Teacher Performance Assessment:

Understanding and Benefits of Teacher Performance Assessment. According to the Regulation of the Minister of State for Administrative Reform and Bureaucracy Reform number 16 of 2009. Teacher Performance Assessment is the evaluation of each item of the main tasks of the teacher in the context of career development, rank and position. The implementation of the main tasks of the teacher cannot be separated from the ability of a teacher in the mastery of knowledge, the application of knowledge and skills, as required competencies according to the mandate of the Minister of National Education Regulation No. 16 of 2007 concerning Academic Qualification Standards and Teacher Competence. Mastery of competence and application of teacher knowledge and skills, will determine the achievement of the quality of learning and learning processes or student guidance, and the implementation of additional tasks relevant to schools, especially for teachers with these additional tasks and the motivation and discipline of teachers greatly affect the performance of teachers as the results of Edi research Eros (2014) can be interpreted Motivation and discipline have a significant

positive effect on the level of teacher performance.

PERFORMANCE ASSESSMENT MODEL:

1. Quality of Education:

Education is a process of transferring values to be free from weaknesses of faith, weaknesses of character, weaknesses of mind, and weaknesses of skills and free from degeneration of morals, poverty and ignorance as well as weak faiths and kept away from violations of norms and the rule of law. In line with Mulyasana (2011) education is essentially the process of life maturation that is expected to understand the nature of life by focusing on the formation of personality and maturation of logic, heart, character and faith to make life quality.

Quality education is a matter that is endeavored so that science as a key to life also becomes quality. In general, quality contains the degree (level) of product excellence (work / effort) in the form of goods or services. Quality is a diverse concept of opinions expressed by the public. Depending on the point of view of each expert. According to Araro 2006 (in Zazin. 2014: 54) an unexpected degree of variation in standards is used and has a low dependency on costs.

Quality education is a distinction between success and failure as stated by Sallis (2011: 30) quality is a major problem that will guarantee the development of schools in achieving status amidst the competition in the world of education. Education quality is an educational product that leads to customer satisfaction, especially students as primary customers in learning and learning as explained by Zazin (2014: 55) can be interpreted that quality is a value that gives satisfaction to customers in this case students.

2. Teacher Competency Test and Teacher Performance Evaluation in Improving Education Quality:

According to Hurriyati (2016) to understand the portrait of teacher quality in Indonesia, several facts must be considered as follows. (1) Competency Mastery Ability. The average ability of prospective teachers based on the ability to answer competency test questions

when testing prospective teachers is only 44%. The lowest ability is in physics and mathematics competence which only reaches 33% and 46%. The highest ability is English competence which is only 58%. We can imagine what effect this would have on graduates produced if students were educated by teachers whose competencies were lacking. (2) Pedagogic Ability. The average pedagogic ability based on 2015 teacher competency test data is 56.69%. (3) The quality of teachers based on the origin of tertiary education differs, but is not significant (results of the 2015 UKG assessment) (4) Distribution of average abilities of the best ranking teachers: Java, Sumatra, Kalimantan, Sulawesi, Nusa Tenggara-Maluku-Papua (5) There is no significant difference between UKG results in districts / cities (6) UKG results decrease sharply after the age of 41 years (7) Non-PNS teachers of public schools have the lowest UKG scores (8) There is no significant difference between the competence of certified teachers and uncertified teachers (9) The higher the qualifications (the final level of teacher education), the better the UKG score.

Teachers become the full support for education in Indonesia, but the reality that is happening now the role of teachers in Indonesia is still far from the set targets, there are many discrepancies between planned plans and their implementation in the field. The role of teachers at this time in advancing education in Indonesia has faded, the teaching profession is now no longer as a call to soul to educate the lives of the nation's children, but currently the teaching profession has become an economic goal, especially now that in Indonesia there has been a teacher certification program that is improving the economics of teachers who have passed certification, but the government policy is not balanced by improving the quality of teacher performance.

Based on data from the teacher competency test results as follows. Elementary school teachers master an average of 38% new competencies, 37.42% junior high school teachers, 37.18% high school / vocational school teachers. Personality competence, elementary school teachers on average only reached 48%, 49.56% junior high school teachers, and 51.52% high school / vocational

school teachers. Professional competence, elementary school teachers 35.33%, junior high school teachers 36.94%, high school / AMK teachers 36.40%. Social competence, 43.60 elementary school teachers, 46.10 middle school teachers, 44.70% high school / vocational school teachers. From these data shows the level of mastery of the competencies of teachers in Indonesia the percentage is still very low, the increase in certification allowances provided by the government is in fact still not able to improve the competencies of teachers so that performance is not yet optimal. Even though teachers and instructors are not the only determinant of educational success, teaching is a central point of education and qualifications, as a mirror of quality, the teaching staff contributes greatly to the quality of education for which it is responsible.

Problems that occur in teachers in Indonesia are influenced by several problems including welfare issues. There are still many teachers who are not yet prosperous. This can be seen from the difference between teachers who are PNS and teachers who have not PNS. Many teachers do not increase their knowledge because they are unable to buy books. They are busy thinking about how to meet the daily living expenses, so it is impossible to buy a book. This is because of the small income every month. Another problem that occurs is the teacher's lack of creativity in making teaching aids or learning media. So far there are still many teachers who only use the lecture method in the learning process. If the teachers were creative, there would be a lot of teaching aids and media found in their learning. The lack of funds actually allows the teacher to be creative in utilizing other learning resources that are not only in the classroom, for example: markets, museums, sports fields, rivers and so on. To overcome the above problems, collaboration with all parties is needed. If this collaboration can be realized, the quality of education will improve.

CONCLUSION:

Teacher Competency Test and Teacher Performance Assessment need to be done to improve the quality of education, especially the quality of learning and learning by paying

attention to the principles and steps and procedures for implementing the assessment process namely; the first is preparation, by understanding the Guidelines for Teacher Competency Test and Teacher Performance Evaluation, second is implementation, third is scoring, fourth is reporting. Teacher Competency Test Results and Teacher Performance Assessment are used for policy makers and decisions to determine strategic steps in improving the quality of teacher performance in improving the quality of education.

REFERENCES:

- 1) Gibson & Ivancevich & Donnely. 1994. Organization and Management. Behavior, Structure, Process. Fourth edition. Jakarta: Erlangga.
- 2) Gomes, Faustino Cardoso. 2000. Human Resource Management. Jakarta: Andi Offset Publisher
- 3) Hanafi, Agustina. Yuliani Indrawati. 2016. Factors Influencing the Performance of Mathematics Teachers in the Implementation of Competency Based Curriculum (CBC) in Palembang City High School. Sriwijaya Management & Business Journal. Volume 4 Number 07 June 2016. 41-58
- 4) Hurriyati, Ratih, (2016). A Portrait of Our Teacher. Indonesian Education University. May 4, 2016
- 5) Jarkawi, Anisah, Laylatul. Handayani, Sri Eka. 2015. Analysis Study of UKG Results for Guidance and Counseling in High Schools and Vocational Schools in Banjarmasin. Jakarta: Directorate General of Teachers and Education Personnel of the Ministry of Education and Culture
- 6) Kumorotomo, Wahyudi, Purwanto, Erwan Agus. 2005. Budget Based on Performance, Concepts & Applications. Yogyakarta: MAP UGM
- 7) Kunandar. 2008. Professional Teachers. Jakarta: PT RajaGrafindo Pustaka
- 8) Luthans, F. 2005. Organizational Behavior. New York: McGraw-hill.
- 9) Mangkunegara, Anwar Prabu. 2002. Human Resource Management. Teen Rosdakarya. Bandung

- 10) Mathis, RL & JH Jackson. 2006. Human Resource Management: Human Resource Management. Dian Angelia's translation. Jakarta: Salemba Empat.
- 11) Mulyasa, E. 2006. Enhanced Curriculum. Bandung: PT Youth Rosdakarya
- 12) Mulyasa, E. 2008. Implementation of Education Unit Level Curriculum. Jakarta: PT Bumi Akasara
- 13) Mulyasa, E. 2013. Competency Test and Teacher Performance Assessment. Bandung: PT Youth Rosdakarya
- 14) Mulyasa, E. 2016. Teacher in Implementing 2013 Curriculum. Bandung: PT Youth Rosdakarya
- 15) Mulyasa, E. 2016. Becoming a Professional Teacher. Creating Creative and Enjoyable Learning. Bandung: PT Youth Rosdakarya
- 16) Mulyasana, D. (2011). Quality and Competitive Education. Bandung: PT Youth Rosdakarya
- 17) Muslich, Masnur. 2007. Teacher Certification Towards Educational Professionalism. Jakarta: PT Bumi Aksara
- 18) Prawirosentono, Suryadi. 1999. Employee Performance Policy. Yogyakarta: BPF.
- 19) Rivai, Veithzal, Dato 'Ahmad Fawzi, Mohd. Basri. 2005 Performance Appraisal, The Right System To Assess Employee Performance And Increase Company Competitiveness. Jakarta: Pt. Raja Grafindo Persada.
- 20) Robbins, Stephen P. 1996. Organizational Behavior Volume II, Interpreting Hadayana Pujaatmaka, Jakarta: Prenhalindo.
- 21) Sallis, Edward. 2011. Integrated Quality Management of Education. Jogjakarta: IRCiSoD
- 22) Susanto, Hary. 2012. Factors Influencing the Performance of Vocational High School Teachers. Journal of Educational Sciences. Volume 2 Number 2 June 2012. 197-212
- 23) Usman, Moh. Uzer. 2001. Become a Professional Teacher. Bandung: PT Youth Rosdakarya
- 24) Yamin, Martinis. 2006. Teaching Professional Certification in Indonesia. Jakarta: Gaung Persada Press Jakarta
- 25) Zazin, Nur. 2014. Movement to Arrange Education Quality. Jogjakarta: Ar-Rzz Media