

INFLUENCE OF TRAINING AND TEACHER COMPETENCY ON THE TEACHER PERFORMANCE OF LIGHT VEHICLES TECHNOLOGY AT SMK IN MALANG CITY

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Abstract. The purpose of this study is to examine the effect of teacher training and competence on light vehicle technology teacher performance at SMK in Malang consisting of 10 SMK with the number of teachers as many as 107 teachers, with a sample of 83 teachers. The analysis used is multiple regression. The results showed that the training and competence of teachers contributed to the improvement of on light vehicle technology teacher performance at SMK in Malang. In order to improve the performance of SMK teachers in Malang City, the institution actively involves teachers in training education, both on-campus training and outside institutions. Besides, teachers should improve their pedagogic competence, personality competence, social competence and professional competence.

Keywords: Training, Teacher Competence and Teacher Performance

INTRODUCTION

Reformation in Indonesia has occurred since the year of 1999. Meanwhile, the reformation in the field of education has occurred since 2003 with the issuance of Law no. 20 of 2003 on National Education System. The euphoria of democratization is a prominent color in the reform process. In the education sector, democratization is mainly characterized by the expected participation of the larger community, and the change of bureaucratic ethics and which was originally centered to regional autonomy (Fathoni, 2005: 1).

Education with the quality of education, vocational high schools in Malang, shows the results of significance as a city of education. This is reflected in the ranking of the national exam results of SMK in 2017 in East Java for the vocational school level, ranked first occupied by Malang with a total score of 239.59. Then, followed by Madiun (235.25), Blitar (233.95), Tulungagung (232.35) and Batu (232.33). Achievement of the first rank shows that the teacher's learning outcomes are proportional to the output / graduates from SMK.

Furthermore, the success of Malang City is ranked highly by the ability or role of reliable human resources incorporated in the school institution, as Tilaar (2004) stated the improvement of education quality depends on many things, especially the quality of the teacher. The role of teachers is crucial in efforts to improve the quality of education. For that, teacher as a learning agent is required to be able to organize the learning process as well as possible, within the framework of educational development. Teachers have functions and roles that are very strategic in the development of education, and therefore need to be developed as a dignified profession. Law no. 14 of 2005 on Teachers and Lecturers Article 4 implies that teachers as learning agents function to improve the quality of national education.

Relating to the role of education, the school as a social system in which there is social interaction. According to Gaffar (2005), schools should be managed well in order to meet the needs and achieve school goals. Successful achievement of educational and teaching objectives in schools

is determined by teacher performance as a learning agent. According to Rivai (2005: 309), teacher performance is the real behavior displayed by the teacher as a work performance based on established standards and in accordance with their role in school. To know the performance of teachers hence required the performance standards to be used as a reference in conducting the assessment, that is comparing what is achieved with what is expected.

Teacher performance improvement is determined by education training. According Notoadmodjo (2009: 16), interpreting education and training is an effort to develop human resources, especially to develop the intellectual ability and human personality. Meanwhile, according to Atmodiwirio (2000: 25), education and training is an education activity of employees or prospective employees associated with efforts to increase knowledge, skills and attitudes in order to achieve organizational goals that effectively and efficiently to meet the requirements of certain functional positions.

The previous empirical study on the effect of training on the performance of teachers conducted by Hasanah (2010) concluded that education and training (leadership) of teacher leadership significantly influence the performance of elementary school teachers insub-district Babakancikao - Purwakarta District. Kunartinah and Sukoco (2010) proved that education and training have a positive and significant effect on RSBI teacher performance at SMP RSBI in Semarang City. Sutopo (2014) stated that education and training have a significant effect on the performance of SMPN Teachers in Pangkalan Banteng district. Different results show by Sugiyono and Rahadhini (2011) who concluded that education and training did not give effect to the performance of teachers in SD Negeri in Gabus Sub-District - Grobogan District.

In addition to training education, teacher performance is influenced by teacher competence. Competence is a set of knowledge, skills, and behavior that must be owned, experienced, and mastered by teachers in performing professional duties (Janawi, 2007). In the opinion of C. Lynn (1985: 33), that "*competence may range from recalling and understanding of facts and concepts, to advanced motor skills, to teaching behaviors and professional values*". Competence may include repetition of facts and concepts to advanced motor skills to learning behaviors and professional values. According to Law no. Law No. 14 Year 2005 on Teachers and Lecturers, competence is a set of knowledge, skills, and behaviors that must be owned, experienced and mastered by teachers or lecturers in performing professional duties

Competence must be absolutely owned by the teacher as the ability and skill of managing the education. Teachers must have competence in accordance with established standards or known as teacher competency standards. This standard is defined as a specified or required measure. Furthermore, Suparlan (2006: 85), explained that "Teacher competency standard is a defined or required measure in the form of mastery of knowledge and behavior of deeds for a teacher to be entitled to occupy functional position in accordance with the field of duties, qualifications and levels of education. According to Sumitro et al (2002: 70), schools need teachers who have the competence to teach and educate innovatively, creatively, humanly, enough time to pursue professionalism, can maintain its dignity for the learners and the community so as to improve the quality of education.

The result of previous empirical study on the influence of competence on the performance of teachers conducted by Riesminingsih (2013) concluded that the competence effect on teacher performance in SMA Yadika 3 Karang Tengah. Ningrum (2016) concluded that pedagogic competence, professional competence, social competence, and personality competence affect the performance of teachers of SMP Negeri 6 Singaraja. Sukamto and Pardjono (2016) concluded that the competence of teachers has a positive effect on the performance of high school teachers of the country's mainstay in Sleman District. The different results are shown by Narsih (2017) which

concluded that competence does not give effect to the performance of teachers at SMKN 23 North Jakarta

Based on the results of previous empirical studies, it indicate the difference or diversity of results of the effect of training and competence on teacher performance. Based on this, there is a gap for re-examination of the effect of training and competence on teacher performance, which underlies this research, because teacher performance in an educational institution is an interesting factor to be examined for five reasons: first, teachers are the spearhead for success teaching and learning process, without qualified teachers and willing to sacrifice, impossible a teaching and learning process can produce quality learners. Secondly, the teacher does not only plays a role in transferring knowledge to the students but gives examples, attitudes, speech and behavior. Third, the quality of teacher performance is not final and can not be improved because as a human being, the teacher always grows and changes. Fourth, if teacher performance is not supported by professional competence and interpersonal communication, principal leadership, reward / compensation system for teacher, and school climate, then the learning process can not be as smooth as expected. Fifth, teachers are required to have academic qualifications, competence, certification of educators, physically and mentally healthy and have the ability to realize the goals of national education (article 8, UUGD 14/2005).

Theoretical Review

Teacher Performance

Irham (2010) stated that performance is the result obtained by both profit-oriented and non profit oriented organizations are generated during a period of time. Meanwhile, according to Wirawan (2009) performance is the output generated by functions - indicators or a job or a profession within a certain time. Furthermore, Mangkunegara (2009) defined performance as a "work result in quality and quantity achieved by an employee in performing their duties in accordance with the responsibility given.

The term performance of teachers comes from the word job performance / actual performance (achievement of work or achievement actually achieved by someone). So, according to performance language can be interpreted as an achievement that appears as a form of work success in a person. The success of performance is also determined by the work and ability of a person in the field. The success of work is also related to one's job satisfaction (Mangkunegara, 2009).

Mathis and Jackson (2006) revealed there are a number of factors that affect performance such as: (a) ability; (b) motivation; (c) received support; (d) the existence of the work performed and (e) the relationship with the organization. While Mangkunegara in Anggara and Suhendi (2010) mentioned that factors that affect performance include: (a) ability factor. Psychologically, the ability of employees consists of potential ability (IQ) and the ability of reality (education). Therefore, an employee should be placed in a job appropriate to his job; (b) motivational factors. This factor is formed from the attitude of an employee in facing working situations. Motivation is a condition that moves employees towards the goal of achieving the goals of work and (c) mental attitude is a mental condition that encourages someone to try to achieve maximum work potential.

According to the Ministry of Education and Culture that the performance of a teacher is seen in the implementation of its main tasks include: (a) develop lesson programs, (b) present lesson programs, (c) carry out learning evaluations, (d) conduct analysis of evaluation results, and (e) develop improvement and enrichment programs. While in 1997 Depdikbud issued a new provision that the performance of a teacher measured through several factors such as; (1) preparation of teaching program, (2) implementation of learning, (3) implementation of evaluation, (4) analysis of evaluation result, and (5) implementation of improvement program and teaching.

Provisions of the Minister of Education and Culture in 1997 which states that the performance of a teacher can be measured through several Task such as: (1) preparation of teaching program, (2) implementation of learning, (3) implementation of evaluation, (4) analysis of evaluation result, and (5) implementation of improvement program and teaching. Almost all ways of measuring performance consider quantity, quality and timeliness. From the behavioral dimension, performance can also be seen individual actions in work. For example, a worker's action can be demonstrated by independence, creativity, and self-confidence.

Teacher performance measurements in this study include the following components: (1) teaching preparation; (2) program implementation; (3) evaluation and (4) self-development (Musaneff, 1998); (Government Regulation No. 16 of 2005).

Education Training

According Notoadmodjo (2009: 16), interpreting education and training is an effort to develop human resources, especially to develop the intellectual ability and human personality. The use of educational and training terms within an institution or organization is usually incorporated into training. Units that handle employee training are commonly called Pusdiklat (Education and training center). Training can be viewed as one form of investment. Therefore, any organization or institution that wants to develop, then the training for its employees must get great attention.

According to Umar (1999: 12), interpreting education and training is an effort to improve the mastery of certain skills and techniques of implementation of certain work for the needs of now and to prepare employees ready to assume certain positions in the future. Meanwhile, according to Atmodiwirio (1993: 25), education and training is an education activity of employees or prospective employees associated with efforts to increase knowledge, skills and attitudes in order to achieve organizational goals that effectively and efficiently to meet the requirements of certain functional positions.

In the context of human resource development, education and training are efforts to develop intellectual and human personality abilities. Education (formal) within an organization is a process of developing the capabilities towards the desired by the organization concerned, while training is part of an educational process whose purpose is to improve the skills and special skills of a person or group of people.

Education and training aims to improve the quality of professionalism and skill of employees or employees in performing their duties and functions optimally which is intended as an effort of leadership to increase the skills and knowledge, so that in carrying out its duties can be more efficient and productive.

The importance of education and training for employees is contained in article 31 paragraph 1 Law no. 43 of 2009 on the principal of personnel, that is to achieve the effectiveness and effectiveness of the maximum arrangement and implementation of education and training of Civil Servant position which aims to improve the dedication, quality, skill, ability and skill. There are several factors to consider and play a role in the training according to Rivai (2004: 240) who is the author as an indikator such as: 1) Materials Required 2) Methods Used. 3) Training Instructor Capability and 4) Learning Facility or Principles

Competence

Spencer and Spencer in Hamzah B. Uno (2007: 63) argued that competence is a prominent characteristic for a person and a way of behaving and thinking in all situations, and lasting for long periods of time. From these opinions, it can be understood that the competence refers to the performance of a person in a job that can be seen from the mind, attitude, and behavior. Furthermore, Spenser and Spenser in Hamzah B. Uno (2007: 63), divides the five characteristics of

competence are as follows: 1). Motive, that is something that people think and want that causes something; 2). Nature such as the physical characteristics of a consistent response to the situation; 3). Self-concept such as attitude, values, and image of a person 4). Knowledge is the information possessed by a person in a particular field and 5). Skills is the ability to perform tasks related to physical and mental.

According Mulyasa (2008,) suggested that "competence is defined as knowledge, skills, and abilities controlled by someone who has become part of himself, so he can perform behavior such as cognitive, affective and psychomotor behaviors as well"

Suyanto and Asep Jihad (2013, p.39) suggested that competence is essentially a description of what a person can do in work, and what forms of work that can be seen. To be able to perform a job, a person must have the ability in the form of knowledge, attitudes, and relevant skills to his field of work. Referring to this understanding, the competence of teachers can be interpreted as a picture of what a teacher should do in carrying out his work, whether in the form of activities, behaviors or outcomes that can be demonstrated in the learning process.

In the Law of the Republic of Indonesia Number 14 Year 2005 on Teachers and Lecturers, "Competence is a set of knowledge, skills and behavior that must be possessed, experienced and mastered by teachers or lecturers in performing their professional duties". In conjunction with educational personnel, competence refers to acts that are rational and meet certain certification in carrying out educational duties. Teachers in this case are teachers. Teachers must have adequate competence in order to carry out the task well (2006: 86) argued that "Teacher competence does a complex combination of knowledge, attitudes, skills and values that show the teacher in the context of the performance that is given to him". In addition to the competencies described above, teacher competence is stipulated in Government Regulation Number 74 Year 2008 on Teachers chapter II Article 2 that "Teachers shall have academic qualifications, competence, certification of educators, physically and mentally healthy, and have the ability to realize the goals of national education". It is also explained in article 3 that: 1) competence as referred to in article 2 is a knowledge, skill and behavior that must be possessed, experienced, mastered and implemented by the teacher in performing his professional duties. 2) Competence as referred to in paragraph (1) includes pedagogic competence, personality competence, social competence, and professional competence obtained through professional education. 3) Teacher competence as meant in sub-article (2) of holistic.

According to PP No.19 of 2005 on National Education Standards article 28 (3) stated that the competence that must be owned by a teacher as a learning agent is as follows: 1) Pedagogic competence. In the National Education Standards, explains article 28 (3) it is stated that pedagogic competence is the ability to manage learners' learning which includes understanding of learners, the design and implementation of learning, evaluation of learning outcomes, and the development of learners to actualize various potentials. 2) Personality competence. In the National Standards of Education, explained article 28 (3) point b, it is argued that what is meant by personality competence is a steady, stable, adult, wise and authoritative personality, a role model for learners, and noble character. 3) Professional competence. In the National Standard of Education, explained article 28 (3) point c, it is argued that the meaning of professional competence is the ability of mastery of learning materials widely and deeply which enables to guide learners meet the competence standards set national education standards. 4) Social competence. In the National Education Standards, explained in article 28 (3) point d, it is argued that the meaning of social competence is the ability of teachers from some communities to communicate and get along effectively with learners, fellow educators, education personnel, parents / guardians of learners, and local communities

Method

Types of research

This research would like to get an idea about the influence of training education and competence on teacher performance of light vehicle technology at SMK in Malang. In accordance with the formulation of the problem, the purpose of research and hypothesis, then this type of research is explanatory research. Explanatory research according to Nazir (2006) is used to know the causal relationship between the variables through hypothesis testing.

Population and Sample

The population of this study is all teachers of SMK vehicle technology in Malang City consisting of 107 teachers and the determination of the sample size was done by using the number of sample tables based on the population number by Krejcie and Morgan (1970) so that the required sample amounted to 83 teachers SMK light vehicle technology in Malang.

Research Instruments

The research instrument is a research element that tells how to measure a variable that contains indicator. The variables in this study can be explained as follows:

Table 1. Operational Matrices of Research Variables

No	Variable	Indicators	Items
1	Training	1. The presented material	1. Training materials support the work 2. Education and training can increase knowledge
		2. The method being used	3. Educational and training methods are easy to understand 4. The methods of education and training are in accordance with the subject being taught
		3. Supporting facility	5. Appropriate equipment is always available for the smooth working practices 6. Condition of the classroom while conducting education and training is conducive
		4. Instructure'ability	7. The skills of instructors in delivering materials are easy to understand 8. Instructors know the goals to be achieved from education and training
2	Teacher competence	1. Pedagogic Competence	1. The suitability of the given material and the competence specified 2. Clarity of delivery of learning objectives, materials and answers to questions in the classroom
		2. Personality Competence	1. Confidence in the ability to teach 2. Be an example in behaving
		3. Social Competence	1. Ability to accept criticism, suggestions, and opinions of others 2. Willingness to spend time for consultation outside classroom

		4. Professional Competence	1. Mastery of learning materials 2. Ability to explain the subject / topic systematically
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Tabel 1. Operational Matrixfor Research Variables

No	Variable	Indicators	Items
3	Teacher Performance	1. Teaching Preparation	1. Planning a teaching plan before teaching 2. Analyzing the characteristics of students before preparing the lesson plan
		2. Program Implementation	3. Providing an explanation of the objectives to be achieved in learning 4. Explanation of subject matter that is more interesting by demonstrating sample material
		3. Evaluation	5. Giving the task to deepen the content of learning materials 6. Examining and assess student assignments
		4. Developing Profesi	5. Analyzing the students' absorption and mastery after each repetition 6. performing target achievement analysis of the curriculum after each repetition

Variable Measurement

According to Sugiyono (2008), "Likert scale is used to measure attitudes, opinions and perceptions of a person or group about social phenomena". With Likert scale, then the variable will be translated into sub variable. In this study each answer question in the questionnaire scored as follows: 1 = Strongly Disagree, 2 = Disagree, 3 = neutral, 4 = Agree / and 5 = Strongly Agree.

Data analysis method

The method of analysis used to see the relationship of independent variables with the dependent variable is multiple regression. Equation model in this research are:

$$Y = b_1X_1 + b_2X_2$$

Information:

- Y = Performance of teacher
- b = Standardized Coefficient Beta
- X1 = Training
- X2 = Teacher competence

To test the significance of individual relationships of independent variables with the dependent variable used t value analysis, resulting from multiple regression model. With the significance level $\alpha = 5\%$ and with the degree of freedom (k) and (n-k) where n is the number of observations and k is the independent variable. With significance level $\alpha = 5\%$, then if $t_{arithmetic} > t_{table}$ then H_0 is rejected and H_a accepted or if value significance (Sig.) $T < 5\%$ then H_0 rejected and H_a accepted.

To investigate the relationships simultaneously the independent variables with the specified variable digunakan F test resulted from multiple regression model. With the significance level $\alpha = 5\%$ and with the degree of freedom (k) and (n-k-1) where n is the number of observations and k is the independent variable. With the significance level $\alpha = 5\%$, then if $F_{\text{arithmetik}} > F_{\text{table}}$ then H_0 is rejected and H_a accepted or if the value of significance (Sig.) $F < 5\%$ then H_0 rejected and H_a accepted.

Research Results and Discussion

Multiple Regression Analysis

Multiple regression analysis is used to determine whether there is influence of principal role and supervisory role to teacher competence. The following table is the result of the calculation of multiple regression test with Statistical Package for Social Science (SPSS) 17.0 for windows.

Table 2 Multiple Regression Analysis Results

Research Variable	Standardized Coefficients Beta	t	Prob.	Note
Constanta	-0.286			
Training	0,407	4.783	0.000	Significant
Teachers' Competence	0,310	3.606	0.001	Significant
R	: 0.647			
R Square	: 0.419			
F count	: 28.791			
Prob. F	: 0.000			

The amount of training variable coefficient for 0407 and has a positive coefficient value. This has the meaning that the more teachers are included in the training, the higher the teacher's performance with an increase of 40.7%. The amount of coefficient variable of teacher competence of 0.310 and has a positive coefficient value. This means that the higher the competence of teachers the higher the performance of teachers with an increase of 31%.

The magnitude of multiple correlation coefficient (R) is 0.647 this shows that the magnitude of the relationship of training and teacher competence with teacher performance of 64.7%. This means that the training and competence of teachers have a high level of closeness to the performance of teachers.

The value of determination (R^2) is 0.419 this shows that the magnitude of the influence of training and teacher competence on teacher performance of 41.9% and the rest of 58.1% influenced by factors or other variables that are not included in the research model.

Based on the table 4.9, the calculated F score of 28,791 with the significance level of 0.000 is smaller than 5%, this result shows that the teacher training and competence simultaneously affect the teacher performance.

The result of analysis of the effect of training on teacher performance has a t value of 4.783 with a significance level of 0.000 is smaller than 5%, this result shows that the training has a significant effect on teacher performance.

The result of the analysis of the influence of teacher competence on teacher performance has a t count of 3.606 with significance level of 0.001 is smaller than 5%, this result shows that teacher competence has a significant effect on teacher performance.

Discussion

This extension examines the effect of teacher training and compensation on teacher performance. The results of this study are as follows:

Training has a significant effect on teacher performance

From the results of data analysis and hypothesis testing showed that the training has an effect on the performance of vocational teachers in Malang. It can be explained that the improvement of teachers' performance can be achieved through the training that is applied to the training materials to support the work, education and training that follow can improve the knowledge, educational methods and training that is easy to understand, the method of education and training has been in accordance with the subject being taught, which is always available for smooth working practices, classroom conditions while conducting education and conducive training, the skills of instructors in delivering materials easy to understand and instructors know the goals to be achieved from education and training.

As revealed by Notoadmodjo (2009: 16), education and training is an effort to develop human resources, especially to develop the intellectual ability and human personality. According to Umar (1999: 12), education and training is an effort to improve the mastery of certain skills and techniques for the implementation of certain work needs for now and to prepare employees ready to assume certain positions in the future. Meanwhile, according to Atmodiwirio (1993: 25), education and training is an education activity of employees or prospective employees associated with efforts to increase knowledge, skills and attitudes in order to achieve organizational goals that effectively and efficiently to meet the requirements of certain functional positions.

The results of this study support the study revealed by Hasanah (2010) concluded that education and training leadership of teachers significantly influence the performance of elementary school teachers as Babakancikao District - Purwakarta District. Kunartinah and Sukoco (2010) proved that education and training have a positive and significant effect on RSBI teacher performance at SMP RSBI in Semarang City. Sutopo (2014) that education and training (Diklat) have a significant effect on the performance of SMPN Teachers in Kecamatan Pangkalan Banteng.

Teacher Competence has a Significant Effect on Teacher Performance

Based on multiple regression analysis, there is evidence that teacher competency influence to SMK teacher performance in Malang City, this result can be interpreted that every competency increase owned by teacher is followed by increase of SMK teacher performance. Improving teacher performance through teacher competencies reflected in the suitability of the given materials and the competencies set out, clarity of the delivery of learning objectives, materials and answers to questions in the classroom, confidence in teaching skills, be example in attitude and behavior, criticism, , and the opinions of others, willingness to spend time for outside consultation, mastery over learning materials and the ability to explain the subject / topic systematically.

As expressed by Janawi, (2007), competence is a set of knowledge, skills, and behavior that must be owned, experienced, and mastered by teachers in performing professional duties. In the opinion of C. Lynn (1985: 33), that competence may include repetition of facts and concepts to advanced motor skills to learning behaviors and professional values. According to Sumitro et al (2002: 70), schools need teachers who have the competence to teach and educate innovative, creative, humane, enough time to pursue professionalism, can maintain its dignity in the eyes of learners and the community so as to improve the quality of education.

The results of this study support the study conducted by Riesminingsih (2013) concluded that competence affects teacher performance in SMA Yadika 3 Karang Tengah. Ningrum (2016) concluded that pedagogic competence, professional competence, social competence, and personality

competence affect the performance of teachers of SMP Negeri 6 Singaraja. Sukamto and Pardjono (2016) concluded that the competence of teachers has a positive effect on the performance of primary high school teachers of in Sleman District

Conclusion

Based on the results of analysis and discussion of this research, it can be concluded that 1) Training on the performance of SMK teachers in Malang, this result shows that teachers have a good performance if intense in following education and training. 2) Competence affect the performance of SMK teachers in Malang. It can be explained that the teacher has a good performance if able to apply the competence in teaching.

Suggestion

Based on the above conclusions, the suggestion of this research is: 1) In order to improve the performance of SMK teachers in Malang City, the institution actively involves teachers in training education, both training in institutions and outside institutions. 2) To improve the performance of vocational teachers in Malang, teachers should improve pedagogic competence, personality competence, social competence and professional competence. 3) For future researchers, it is necessary to study the role of leadership style in this case the principal in motivating the teachers, so it will produce a more perfect study.

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