



# PROCEEDINGS

## INTERNATIONAL CONFERENCE OF ISLAMIC EDUCATION

*Reforms, Prospects and Challenges*

December 2 - 3, 2015

Foreword

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Katalog Dalam Terbitan (KDT)

**PROCEEDINGS**  
**INTERNATIONAL CONFERENCE OF ISLAMIC EDUCATION**  
(Reforms, Prospects and Challenges)

**ISSN: 2477-3638**

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## THE DEVELOPMENT OF TEACHERS' PERFORMANCE THROUGH COMPETENCIES, COMMITMENT AND WORK MOTIVATION (A Case Study In Madrasah Aliyah, Yogyakarta Municipality)

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**Abstract:** The present research is aimed (1) to describe the performance, competencies, motivation and commitment of teachers in Madrasah Aliyah, Yogyakarta Municipality, (2) to critically analyze on the influence of competencies, motivation and commitment on teachers' performance in Madrasah Aliyah, Yogyakarta Municipality, and (3) to recommend a hypothetical model of the development of teachers' performance in Madrasah Aliyah, Yogyakarta Municipality. The research method employed here was descriptive and explanatory survey. The data were collected through questionnaires that were distributed to selected respondents as samples. The result of data collection with primary data source was obtained from the total sample of 161 respondents. The analysis method employed in this research was Structural Equation Modeling (SEM). The results suggest that: (1) Partially, the competence, commitment and motivation have significantly positive influence on teachers' performance of Madrasah Aliyah, Yogyakarta Municipality, (2) Simultaneously, the competencies, commitment, and motivation have significantly positive influence on teachers' performance in Madrasah Aliyah, Yogyakarta Municipality.

**Keywords:** competencies, commitment, motivation, and teachers' performance.

### A. Introduction

Teachers are one key element in the education system, particularly at schools. All other components, starting from the curriculum, facilities and infrastructure, costs, and so on will not mean significantly if the essence of learning that is the interaction between teachers and students is not qualified. In fact, there is growing public awareness that no teachers, no formal education. There is no qualified education without the presence of professional teachers in sufficient number. The tremendous importance of teacher role in transforming education inputs leads to the point where many experts stating that there will be neither changes nor improvement of schools' quality without the changes and improvement of teachers' quality.

Efforts to improve the education quality, hence are inseparable with the efforts to improve the teacher's quality. Nowadays, there are a number of issues related to teachers' condition in Indonesia. Some works, for example, those conducted by Iskandar (2010), Mulyani (2013), and Mardiyoko (2013) found that: (1) the diverse teachers' abilities in the learning process and knowledge mastery, (2) the absence of accurate measurement in determining the teachers' abilities (3) the coaching done is not reflecting the needs, and (4) the inadequate teachers' welfare. If those mentioned are left unaddressed, it will yield impacts on the poor quality of education.



The low quality of education is determined numerous essential issues, among others, according to research performed by Priansa (2014: 6) as the result of the factors of educational effectiveness, efficiency, relevance and standardization; inadequate educational facilities and infrastructure, uneven educational opportunities, high cost of education, learners with low achievement, and the low quality of teachers.

Low teacher quality is surely resulted from the low performance quality, the inadequate competence and abilities of the teachers, low work commitment and motivation, which in turn will influence the teachers' performance in improving the quality of education in general, and the learning quality in particular. Indeed, according to Danim (2006: 168), "one of the critical characteristics of the education in Indonesia is the teachers who are not capable of showing adequate performance". It indicates that the teachers' performance is yet fully supported by the degree of sufficient mastery of the competency, hence comprehensive efforts are required to improve the teachers' competence and efforts on its development.

A number of researches on teachers (Rahardja, 2004; Inayatullah, 2011; and Yasnawati, 2013) find the fact, that besides the issue of teachers' professional abilities, commitment, discipline and motivation, teacher performance also is no less importance. The performance of a teacher is said to be good if the teacher has performed elements, comprised of high loyalty and commitment to teaching duty, mastering and developing learning materials, the discipline in teaching duty and other duties, the creativity in the teaching process, cooperation with the entire school community, leadership that becomes role modeling for students, good personality, honest and objective in fostering the students, and responsibilities in carrying out duties.

The non-optimal teachers' performance, according to research done by Mardiyoko et al. (2013: 85) can be seen that, among others; 1) work-avoidant behavior, 2) abandoning the teaching hours prior to finish hour, 3) work idleness, 4) great amount of complaints by teachers, 5) low work performance, 6) low quality of teaching, 7) disciplinary and other negative symptoms. Such condition is certainly not conducive to the school's progress, whereas teachers' performance is an important goal in the management of human resources, as it directly or indirectly influences work productivity.

The teachers' performance is indeed complex and involves various factors. Similarly, Mathis and Jackson (2010: 247) state there are many factors affecting the individual performance, including teachers' performance, including: 1) abilities, 2) motivation, 3) the support received, 4) the existence of the work they have done, and 5) their relationship with the organization. Varied efforts have been made in improving the teachers' performance, including; improving teachers' professionalism by means of training, seminars, courses or formal higher education, as well as the coaching and development to support effective learning. In the implementation, we are not only demanding the expertise from developers of teacher competence but also considering various factors influencing the teachers' performance.

Prolonged, continuous improvement and development on teacher's condition above is absolutely necessary in order to conform to the expected qualification and competence. In order to obtain qualified teachers, it is impossible to happen and available by itself, instead, the preparation and development should be pursued in a planned and sustainable manner. This happens so because the demands of quality standards and the needs in the



field constantly change, and the development in the same pace with the rapid development of invention and innovation in science and technology, alongside engineering in all areas of life globally.

The issues above should receive attention and in-depth studies, primarily for the world of education, policy makers, teachers, prospective teachers, and anyone having a commitment to develop the education quality in Indonesia. Thereby, this research is urgent and significant to conduct.

## B. Research Methods

The present research was descriptive and verification. It was descriptive for illustrating something as it was, according to the characteristics of the object. It was verification for testing the truth of causal relationships (cause-and-effect), namely the relationship between the independent variables (affecting) dependent variables (the affected).

The method employed in this research was descriptive and explanatory survey. The data were collected through questionnaires distributed to selected respondents as samples. The result of data collection with primary data source obtained from the total sample was 161 respondents. The analysis method used in this research was Structural Equation Modeling (SEM).

## C. Results and Discussions

The hypothesis testing proposed can be seen from the value of T-statistics. The limit to reject and accept the hypothesis proposed with a sample of 161 at a significance level of 5% (one-tail) is  $\pm 1.658$ , in which if the T value lies in the value range of  $-1.658$  and  $1.658$ , the hypothesis will be rejected or, in other words, the null hypothesis (H0) is accepted.

### 1. Significant and Positive Effects of Performance on Teachers' Competence of Madrasah Aliyah

The analysis results of hypothesis testing can be described as follows:

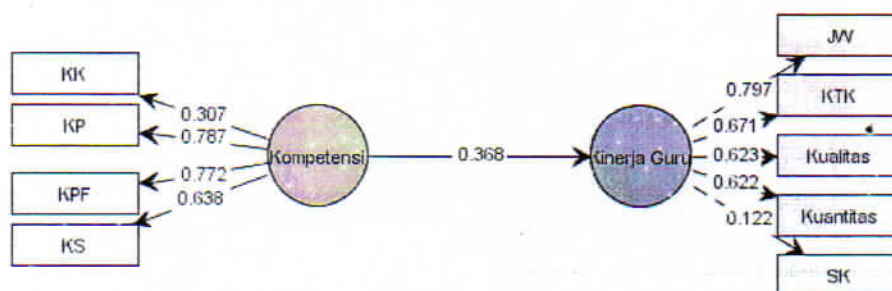


Figure 1. Analysis Model of Hypothesis 1

KK = Kompetensi Kepribadian/Personality Competence  
 KP = Kompetensi Pedagogik/Pedagogic Competence  
 KPF= Kompetensi Profesional/Professional Competence  
 KS = Kompetensi Sosial/Social Competence

Based on the structural model above, it appears that competence has an effect of 0.368 on teachers' performance. It means that the competency has a positive effect on teachers' performance at 36.8%. Meanwhile, for the dimension of competence, it has successively loading value of 0.307, 0.787, 0.772 and 0.638; for the dimension of teachers' performance, it has loading values of 0.797, 0.671, 0.623, 0.622 and 0.122. On the basis of the results, it can be seen that the competency has a positive effect. The better the competence of a teacher, the better the performance will be. The competence is a characteristic or personality (traits) of an individual that is permanent which can influence one's performance. Competence covers various technical and non-technical factors, personality and behavior, soft skills and hard skills, and then it is widely used as an aspect being assessed to view the teachers' performance in schools. In general, competence is defined as proficiency, skills, and abilities. Competence is a determinant key factor for someone to produce an excellent performance. In a collective situation, the competence is a determinant key factor for the success of the organization.

## 2. Significant and Positive Effect of Motivation on Teachers' Performance at Madrasah Aliyah

Results of analysis testing this hypothesis can be described as follows:

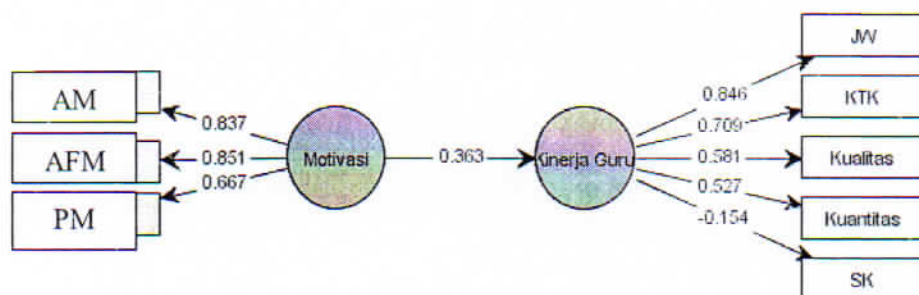


Figure 2. Analysis Model of Hypothesis 2

**AM = Achievement Motivation**

**AFM = Affiliation Motivation**

**PM = Power Motivation**

Based on the structural model above, it can be concluded that the motivation has an effect of 0.363 on teachers' performance. It means that the motivation has a positive relationship with the teachers' performance at 36.3%. Meanwhile, for the dimension of motivation, it has successively values of 0.837, 0.851 and 0.667 for the dimension of teacher performance has loading values of 0.846, 0.709, 0.581, 0.527 and -0.154. Based on the results of this hypothesis testing, it can be seen that motivation variable affects the teachers' performance. The effect is positive, meaning that the higher the motivation, the teachers' performance is likely to be higher. Teachers having a high motivation from within can be seen, among others; having a high responsibility in carrying out duties, carrying duties with a clear target, and prioritizing the achievement of the position more. The presence of motivation for achievement will make teachers work hard in order to improve the quality of their work quality in developing their schools. Besides the inner motivation (intrinsic), great extrinsic motivation will affect



teachers in their work. This result supports the previous research conducted by Rodiyah (2010), that motivation affects the performance of accounting teachers at vocational schools (SMK) in Semarang. Sunarno (2005), in his research, found a significant effect between work motivation and teachers' performance in Tegal Regency. The research results by Sudharto (2012) also imply significant effects between work motivations on the performance of high school principals in Ex-Residency of Semarang.

### 3. Significant and Positive Effects of Teachers' Commitment on Teachers' Performance at Madrasah Aliyah

The analysis results of this hypothesis testing can be described as follows:

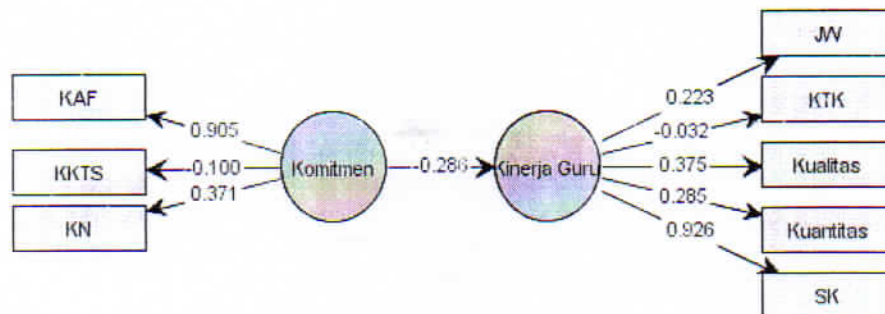


Figure 3. Analysis Model of Hypothesis 3

In the structural model above, the commitment has effect of 0.286 on teachers' performance. It means that the commitment has a positive relationship with the teachers' performance of 28.6%. Meanwhile, for the dimension of the commitment, it has successively loading value of 0.905, 0.100 and 0.37; for the dimension of teachers' performance, it has loading values of 0.223, 0.032, 0.375, 0.285 and 0.926. Based on the analysis, it appears that the commitment has a positive effect on teachers' performance. It indicates that the teachers have high commitment and seek to perform their job properly, and vice versa, the teachers with low commitment not do his job well, but teachers with low commitment are likely to prioritize their personal business than their work. Commitment is the ability and willingness to align personal behavior with needs, priorities and goals of the organization. According Kreitner & Kinicki (2005: 274), organizational commitment reflects how an individual identifies him/herself with the organization and is bounded by the objectives. Organizational commitment gives special emphasis on the continuity of commitment factors that suggest the decision to stay or leave the organization that is eventually reflected in the statistics of attendance and labor turnover. Someone who is not satisfied with their jobs or those who are less committed to the organization will withdraw from the organization by absenteeism or signing in and out. These results are in contrast with previous researched done by Arlina (2008), stating that the teachers' commitment and perceptions of the style of principal leadership affect the teachers performance in high schools at Sawahlunto.



#### 4. Simultaneously Significant and Positive Effects of Teachers' Competence, Motivation and Commitment on Teachers' Performance

The result of analysis testing this hypothesis can be described as follows:

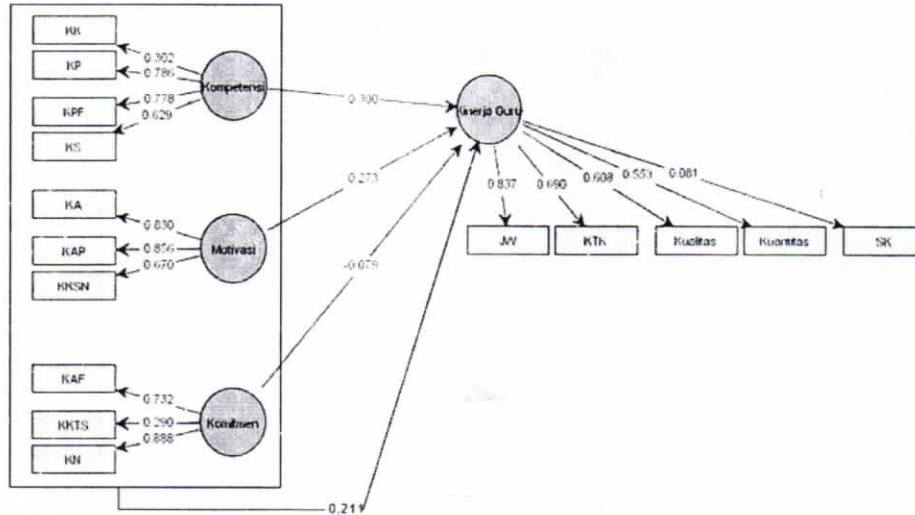


Figure 4. Analysis Model Hypothesis 4

Based on the structural model above, it appears that joint/ simultaneous competence, motivation and commitment have effects on teachers' performance of with R2 values of 0.211 or 21.1%. Meanwhile the remaining, i.e. 78.9% can be affected by other models outside of this research. The result provides a general overview that the teachers having competence, motivation and commitment will affect on the performance. It will indirectly affect the teaching quality being conveyed.

In the framework of the national education management, by micro, the teacher's position is a human resource teachers at schools having pivotal role in developing the school. As educators, teachers must be able to apply management functions, covering planning, organizing, mobilization, monitoring and evaluation to all school resources that have been planned by the school principal. In order to make this goal into reality, efforts are needed to maintain and improve the performance of teachers.

The teachers' performance is extremely important in achieving the school's goals. Therefore, the school needs to lead and foster their teachers thus they have a high performance in performing their duties, especially in the implementation of the basic tasks and functioning as teachers.

With adequate teachers' performance, the learning process can be completed in accordance with established standards, a great quantity of tasks and work that can be completed in accordance with the targets stipulated, the high frequency of task and work completion, good cooperation of teachers, the teachers yield latest ideas and measures to resolve the arising issues and high motivation to carry out new tasks possessing large responsibility.

A person's performance is affected by three (3) factors, namely: 1) Individual factors, comprised of capabilities and expertise, background, demographics. 2) Psychological factors, comprised of perception, attitude, personality, learning and

motivation. 3) Organizational factors, comprised of resources, leadership, respect, structure and job design (Gibson, 2005). Meanwhile, Mulyasa (2007) affirms that the factor that is able to affect the teachers' performance of is the teachers' competence. It is consistent with the statement by Simanjuntak (2007), pointing that the factors that are to affect the individual performance are; 1) Individual competency, covering abilities and work skills, work experience, education and motivation training and work ethic. 2) organizational support, including organizing, provision of work facilities and infrastructure, selection of technology, the comfort of work environment, as well as the condition and terms of employment. 3) Managerial support, including work system and industrial relations.

#### **D. Hypothetical Management Model for the Quality Development of Teachers' Performance**

The model development being offered here is the result of the process of construction, interpretation, transformation, and reconstruction based on the empirical data of this research and relevant theoretical studies. The formulation of management framework for the quality of teachers' performance in Madrasah Aliyah includes basic assumptions, inputs, processes, outputs, and outcomes expected, as well as the operating strategy.

##### **1. Basic Assumptions**

The development management for teachers' performance quality for Madrasah Aliyah is based on the assumptions as follows:

- a. Teachers have a strategic role in the success of the schools, as they provide multidrivers on the success of a madrasah. The quality of teachers' performance, besides being influenced by the competencies acquired through pre-service education, is also determined by the in-service education, self-motivation, commitment, and a conducive environment where the teachers work, such as awards, placement, and fostering patterns done by the institution authorities.
- b. Professional abilities and teachers' performance do not contribute to the quality of graduates (outputs), but also contributes to the performance quality and services of graduates (outcomes) in the development, which eventually will show their influence on the quality of civilization and the dignity of life in the society, nation and humanity in general.
- c. The development of the quality of teachers' performance should be pursued in a continuous, planned and sustainable manner, as the demands of the standards and requirements in the field will always undergo changes and developments in a similar tune with the rapid development of science and technology.

##### **2. Input**

In accordance with the basic assumptions above, the inputs expected are to generate outputs and outcomes are the teachers having the competence, motivation and commitment. Teachers are expected to master a set of competencies (pedagogical, personality, social, and professional) in accordance with statutory provisions, so as to perform their duties in a professional manner. In performing their duties in a professional manner, besides the obligation to plan learning, implementing qualified teaching and learning, as well as assessing and evaluating the learning outcomes,



teachers are also obliged to improve and develop competence, self-motivation and commitment on an ongoing basis in line with the development of science, technology and art (Law No. 14/2005 Article 20.b).

Based on such consideration above, every teacher must seek to improve the quality of their competence, motivation and commitment. In order to become professional and qualified teachers in managing the learning (as a representation of their duties and functions), they are required to have at least four clusters of competency standards, i.e. that mastery of contents of study field, the understanding of learners' characteristics, carrying out educating lesson, and the potential for the development of professionalism and personality. By the improvement of teachers' competence, it is expected to improve the learning quality as well.

### 3. Process

The process in question on this context is how the process of changes in inputs into outputs in the form of internalization a set of competency capabilities by teachers in educational institutions (*madrasah*) where they work, and in turn, it will produce outcomes in the form of increased learning quality, both in academic and non-academic. Besides continuously improving the competence, teachers also need to improve their self-motivation and commitment. Various ways can be done to improve the competence, motivation and commitment, either done individually by relevant teachers or planned activities conducted by madrasah institutions. Therefore, in this process, the madrasah institutionally needs to perform the management of quality development of teachers' performance in a planned and ongoing basis by taking the concept of management and sustainable improvement/ refinement in form of; Plan, Do, Check and Action (PDCA). The actualization of this process is inseparable from the question of who is involved and how the involvement of the people and/ or parties engaged in the process is. The parties involved in this process are: education providers (government, in this case is Ministry of Religion), the Regional Education Board, and the Foundation; the administrative of Madrasah, especially Principals, the community/ parents (School Board or the School Committee) as educational stakeholders; and teachers who are required to improve their competence, motivation and commitment.

The four parties directly involved in this transformational process has different functions and roles, but it eventually leads to one goal, namely the improvement of learning quality, through the quality improvement of teachers' performance. The education provider formulates policies on the requirement for the development of the quality of madrasah teachers' performance. The Government, jointly with the Regional Education Board in cooperation with the foundation and administrative seek to/ assign the teachers to attend the competency improvement programs, motivation and commitment of the teachers, and later evaluate it on an ongoing basis.

Several teachers' performance coaching model that can be conducted are; (1) for the competency development; PTK training and other researches, training for scientific writing, training for IT-based learning development, ESQ training and religious fostering, out bond, reward and punishment, lesson study, education and training for teachers' professional ethics, and MGMP; (2) to increase the motivation and commitment; ESQ training, religious fostering, training on self-motivation, out bond, reward and punishment.

#### 4. The Expected Outputs and Outcomes

Based on the assumptions above, then *madrasah* is expected to generate outputs and outcomes as follows:

##### a. Outputs

Teachers' performance will improve, which is described as follows:

- 1) Dimension of quantity; the number of works produced is in conformity with the target expected, whether in the field of instructional planning, implementation and evaluation.
- 2) Dimension of quality; having the professional abilities as teachers, whether related to pedagogical, personality, professional and social field, thus the work outcomes performed are success optimally.
- 3) Dimension of time period; the entire good work that is associated with learning planning, implementation and evaluation can be implemented on time according to the targets set by the *madrasah*.
- 4) Dimension of presence; always present in class on time to teach so as to improve the students' learning outcomes through increased academic activities.
- 5) Dimension of cooperative attitude; capable of working, both with fellow teachers and other parties.

##### b. Outcomes

- 1) The quality of the learning is increased, with indications as follows; (1) the learning atmosphere takes place in conducive manner, in class environment in particular, and *madrasah* environment in general, (2) learning activities can be run well and the students can focus on learning materials provided, (3) the learning is done based communication technology, (4) the students' learning outcome is increasing.
- 2) The improvement in non-academic achievement, among others; in emotional and spiritual intelligence, curiosity, self-confidence, discipline, social solidarity, and increased achievement in extracurricular activities.

The overall description on the hypothetical model of management for teachers' performance development can be described schematically as follows.



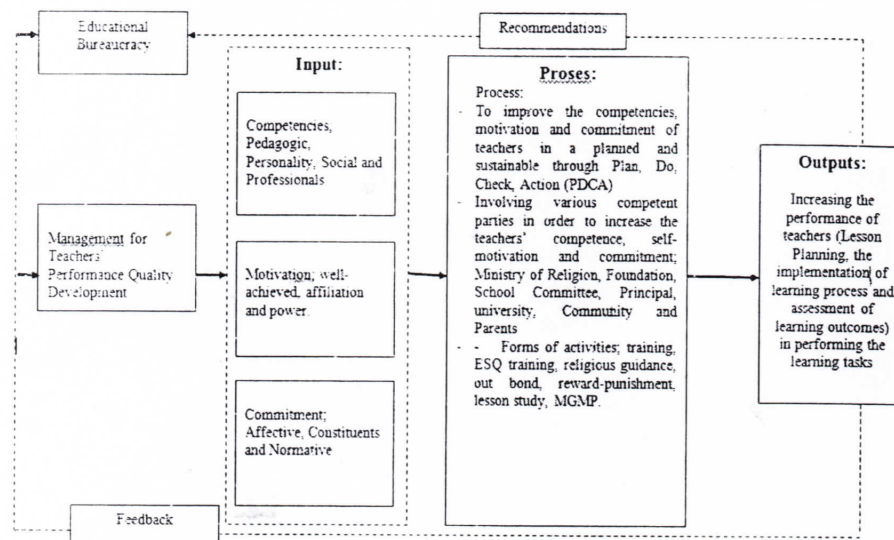


Figure 5  
 The Management Model of Teachers' Performance Quality Development

## E. Conclusions and Implications

1. Partially, the research results suggest that the competency has positive and significant effects on teachers' performance in Madrasah Aliyah, Yogyakarta Municipality. It implies that to increase teachers' performance, the teachers' competency should be noted, including pedagogical, personality, professional and social competencies. The competency possessed by the teacher is the human capital that needs to be constantly and continuously multiplied, thus in turn, it will become a multiplier effect. Therefore, the teachers' competence has significance and strategic meaning for improvement of teachers' performance, which ultimately will affect the improvement of learning quality, hence should be constantly developed, which in the study of educational administration is a function of the development of educational resources.
2. The research results further confirm that the motivation has positive and significant impact on teachers' performance, implying that to increase the teachers' performance, the teachers' motivation, both internal and external, should be noted.
3. The teachers' commitment is proven to have positive and significant effects on teachers' performance. It implies that in order to improve teachers' performance, it should be done by increasing the teachers' commitment, both the commitment related to their profession as educators, and the commitment in improving the quality of the institution where they work. In addition, the aspect of teaching ability possessed by a teacher should taken into account as well. The indicator of a teacher's applicative teaching abilities can be described through eight teaching skills.
4. Simultaneously, be it the competence, commitment and motivation have positive and significant effects on teachers' performance. It means, the teachers' performance, both related to their main duty as educators, and other duties which are additional will improve if they have high competence, commitment and good motivation.

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