
THE EFFECT OF COMPETENCE ON THE PERFORMANCE OF MIDDLE AND HIGH SCHOOL TEACHERS AT CITA HATI SCHOOLS IN SURABAYA

Yeremia Chrisbiyanto ¹⁾ Daniel Ari Wibowo ²⁾ Agustinus Foat ³⁾

1) *Evangelical Theological Seminary of Indonesia-Surabaya*
E-mail: Jejechrisbi@yahoo.com

2) *Evangelical Theological Seminary of Indonesia-Surabaya*
E-mail: danielariwibowo@sttii-surabaya.ac.id

2) *Evangelical Theological Seminary of Indonesia-Surabaya*
E-mail: agustinus@sttii-surabaya.ac.id

Abstract

This study aims to determine the effect of (1) pedagogical competence, (2) professional competence, (3) social competence, and (4) teacher personality competence simultaneously on the performance of Middle and High school Cita Hati Surabaya teachers. The type of research used is quantitative research. The research subjects were all teachers of Middle and High school Cita Hati Surabaya with a total of 120 teachers, and the object of this research was teacher competence and teacher performance. Data were collected using a questionnaire, and analyzed by 'ryx' test, F test, and linear regression analysis. The results showed that there was a relationship between the competency variable (X) and the performance variable for junior-senior high school teachers at Cita Hati Surabaya School (Y) with a ryx value of 0.701 and a positive value. There is a significant relationship between the competency variable (X) in shaping the teacher performance variable for Middle and High school at Cita Hati Surabaya School (Y) with an F value of 72,343 with a value of = 0.00 which is significant at < 0.05. The equation of the linear regression line is = 18.534 + 0.742 X. This means that for every improvement in competence once, the performance of Middle and High school teachers at Cita Hati Schools in Surabaya is 0.742 times.

Keywords: *competency, performance, quantitative, competence, professional*

INTRODUCTION

The COVID-19 pandemic that occurred in 2020 seemed to paralyze people's activities. The existence of this phenomenon is quite overwhelming because it brings various problems that were not previously predictable. The coronavirus has also had a serious

impact on education, both in Indonesia and globally. Through Circular Letter No. 3 of 2020 concerning the Prevention of COVID-19, then Circular Letter of the Minister of Health No. HK.02.01/MENKES/199/2020 on March 12, 2020, and Circular Letter of

the Secretary General of the Ministry of Education and Culture No. 36603/A.A5/OT/2020 on 15 March 2020, regarding efforts to prevent and spread the COVID-19 pandemic, all face-to-face learning activities in schools to universities during this pandemic period are temporarily closed and replaced with distance learning or online learning.[1]

This government decision is still pending. bring difficulties for students and teachers alike. For some students, being online is a fun thing that will never happen again. But on the other hand, the limitations of learning media actually make it difficult for students to absorb learning materials.

In this extraordinary situation, teachers are now required to carry out many additional roles. Researchers found several possible demands for teacher performance that must be carried out during the pandemic. First, teachers must master Internet technology, because to carry out the online learning process, students and teachers must use internet technology. In the journal Cicilia said not all students, students and students are accustomed to learning online. Moreover, many teachers and lecturers are still not proficient in teaching using internet technology or social media, especially in various regions.[2] Cindy Grace also

emphasized that the teacher's lack of knowledge about technology or technological knowledge (technological stuttering), and the competence of teachers in using technology will certainly affect the quality of the learning program.teaching.[3]

Not infrequently teachers encounter difficulties in terms of technology because some of them live in a different era from today. This is certainly a challenge for teachers. Second, it's sad that there is limited knowledge in terms of processing material in this online learning, there are some teachers who only give assignments without explaining the existing material.

Minister of Education and Culture Nadiem Makarim reminded teachers and lecturers not only to give assignments to their students during the implementation of learning from home due to the Corona pandemic. He said teachers should also stay in touch and guide students. "We emphasize that it does not mean that the teacher only gives work to students, but also interacts and communicates to help in doing assignments," said Nadiem in a press conference, Tuesday, March 24, 2020.[4]

Roos argues that teachers who are less stable in mastering the material or are not sure what they master will result in poor teaching of learning material because it will lower the quality of learning and can

cause difficulties in understanding by students.[5] Teacher performance in this case is indeed required extra so that students can understand the material well, even though the process of mentoring learning through online.

Third, one of the obstacles to learning is boredom. Whether it happens to students or educators. Of course, it is very unpleasant if an educator knows his students behave like that. Educators must also introspect themselves, is the teacher's way of delivering lessons right? The same thing was also found by Teresia Sri who got the impression that during the learning process Catholic Religious Education in the classroom was still one-way or monotonous which only came from the teacher, while the students themselves were still very passive, the lack of student involvement in the learning process took place.[6]

The fourth is no less important than some of the performance demands above. Teachers are required to make lesson plans that are efficient, effective, and student-oriented. This is in accordance with Circular Number 14 of 2019 concerning the Simplification of Learning Implementation Plans.[7]

Efficient means that the writing of the Learning Implementation Plan (RPP) is carried out correctly and does not, consume

a lot of time and energy. Effective means that the writing of the Learning Implementation Plan (RPP) is carried out to achieve learning objectives and student-oriented means that the writing of the Learning Implementation Plan (RPP) is carried out by considering the readiness, interest, and learning needs of students in the classroom. However, the fact shows that teacher performance is still not optimal. The teacher's performance has not been optimal, this is shown, among others, by the teacher not making a Learning Implementation Plan (RPP).[8]

Fifth, in the midst of demands for changes in science and technology, modernization, and industrialization of education, teacher competency standards need to be developed through patterns of creative ideas and innovative ideas. A creative thinking style is not only more attractive but also more effective. Because creative thinking is thinking in new ways to give birth to something newer.[9]

Teachers are required to be creative and innovative in their performance in implementing the right curriculum and learning so that students become creative and innovative even though the learning process is at home. The learning process will develop effective and quality if it is delivered with creative ideas and innovative ideas. However, the reality is

that there are still many teachers who do not show their creativity. The learning process carried out still inherits the way of learning in the 1980s.

In this digital era, there are still teachers who teach by asking students to copy notes on the blackboard. Every day students are only given lectures and then asked to work on questions. If the teacher has creative ideas and innovative ideas, the results and learning outcomes will give birth to something new. So that the learning process will develop in a more quality and productive direction.

One example is the creativity of KKN activities which were carried out in December 2020, by students from the Faculty of Psychology, University of 17 August 1945, Surabaya. Through creative study groups, UNTAG students developed a work program by inviting children to make tie-dye masks.

Children are also invited to decorate masks by painting, in this case, UNTAG students do not apply a picture theme so that children can develop their imagination. This mask decorating activity not only aims to hone children's creativity but can also increase children's interest in wearing masks when outside the home.[10]

Quoting Muh Irsan Kasim's opinion, the role of teachers, especially at the basic level, is very influential in achieving the

success of increasing students' social values through varied, active, and fun learning methods so that teachers are required to be innovative and creative in providing learning methods so that in addition to improving learning outcomes from students but can also improve performance as a teacher.[11]

Much Irsan added that to improve performance, it is not enough just to have a creative attitude. Innovation is any new idea or idea that has never existed or been published before. Innovation is also one of the factors that support the improvement of a teacher's performance. So innovation and creativity can be factors that support the increasing performance of the teaching staff.[12]

RESEARCH METHOD

The research methodology describes the research procedure to be carried out. This section consists of several points, namely: design, population, research tools, data collection procedures, data analysis procedures, hypotheses, hypothesis testing, data reporting, and research sites.

The design in this research is using positivist (quantitative). Positive research relies on quantification in the collection and analysis of data to test established hypotheses.[13] The positivist research approach is an investigation using the

scientific method, which is a step-by-step procedure for solving problems on the basis of empirical observations.[14]

The main elements of a positivist research design are as follows: Starting by sensing a difficulty or complexity, translating that complexity into a statement, gathering information, making hypotheses, establishing target groups, drawing one or more samples as needed, collecting data, analyzing data, testing hypotheses, and interpret the results.[15]

The research method used in this study is a quantitative research design using survey methods. It is called a survey because this study uses a direct population as a representative sample to draw conclusions using a questionnaire or questionnaire as a data collector. In this case the research aims to test the hypothesis which states the effect of the independent variable on the dependent variable. The independent variable is Teacher Competence (hereinafter named variable X), then the dependent variable is Performance. Teacher (hereinafter given the name variable Y).

The variables in this study are as follows:

X = Teacher Competency

X1 = Pedagogic Competence X2 = Professional Competence X3 = Personal Competence X4 = Social Competence

Y = Teacher Performance

Y1= Learning Planning Y2= Learning Implementation Y3= Learning Evaluation

RESULTS AND DISCUSSION

Competence in English is called competency, which is a complete mastery of knowledge, skills, and attitudes that are displayed through performance achieved after completing an educational program.[16] The National Council for Vocational Qualification (NCVQ) states that “competence is defined as the ability to perform an activity within an occupation. Competence is a wide concept that embodies the ability to transfer skills and knowledge to new situations ... within the occupational areas and includes aspects of “key“ skills”.[17]

Competence is the ability to carry out activities in a job, which is indicated by the ability to transfer skills and knowledge in new situations. Mukminan cites the opinion of Hall and Jone which states that competence is a statement that describes the appearance of a certain ability unanimously which is a combination of knowledge, skills, and attitudes that can be observed and measured.[18] Thus, competence is a number of characteristics that underlie a person and show ways of acting, thinking, or generalizing situations properly in the long term. It also shows that competence is an action that is demonstrated by

transferring a mix of knowledge, skills, and attitudes that can be measured.

Hamzah wrote Competence is broad capacities as fully human attributes. Competence is supposed to include all "qualities of personal effectiveness that are required in the workplace", it is certain that we have here a very diverse set of qualities indeed: attitude, motives, interest, personal attainments of all kinds, perceptiveness, receptivity, openness, creativity, social skills generally, interpersonal maturity, kinds of personal identification, etc,- as well as knowledge, understandings, action, and skills.[19]

Competence is a broad capacity as a fully human attribute. Competence should include all the "quality of personal effectiveness required in the workplace", it is certain that we have a very diverse set of qualities indeed: attitudes, motives, interests, personal attitudes of all kinds, perception, reflectivity, openness, creativity, social skills in general, interpersonal maturity, type of personal identification, etc., as well as knowledge, understanding, actions, and skills. Elliot suggests that competence can be defined as a condition or quality of effectiveness, ability, or success.[20]

Finch and Crunkilton define competence as mastery of a task, skills, attitudes, and appreciation needed to

support success.[21] According to Spencer, there are five types of competency characteristics, namely: (1) motives, something that is consistently thought and desired, which causes a person's actions; (2) traits (traits), physical characteristics and consistent responses to situations or information; (3) self-concept, attitudes, values or a picture of one's self; (4) knowledge, information possessed by a person in a certain specific area; (5) skill, a person's ability to perform certain physical tasks or mental tasks.[22]

Stephen P. Becker and Jack Gordon suggested several elements or elements contained in the concept of competence, namely: knowledge, understanding, skills, values, and interests.[23]

Competence is basically a description of what a person can do at work, as well as what forms of work can be seen. To be able to do a job, a person must have the ability in the form of knowledge, attitudes, and skills that are relevant to the field of work.[24] Based on some of the opinions above, it can be concluded that competence is a fully human capacity that can be realized through attitudes, motivations, skills, self-concept, and knowledge of a job, and all of that includes the quality of one's effectiveness, ability and personal success to get the success of a job.

According to Spencer and Spencer,

competencies can be grouped into two categories, namely threshold competencies and differentiating competencies. Threshold competencies are abilities or characteristics that must be possessed (usually related to basic knowledge or skills) by everyone to be able to work effectively but cannot distinguish good workers from average workers. While differentiating competencies are abilities or characteristics that a person has and can distinguish between good workers and average workers.[25]

A person's level of competence consists of two parts. The part that can be seen and developed is called the surface, such as knowledge and skills, and the part that cannot be seen and is difficult to develop is called the central or core personality, such as traits, motives, attitudes, and values. [26] When looking at the explanation of the competencies above, a person's competence can be measured, developed, and even difficult to develop, all can be seen from a person's personality. A person's personality determines the characteristics, attitudes, and values of a person in doing a job.

The definition of competence is a person's basic nature related to the implementation of a job effectively or successfully. Mitrani said that competence is an underlying characteristic of an

individual which is causally related to effective or superior performance in a job. Competence is a motive, self-concept, attitude or value, problem mastery or cognitive skills as well as behavioral skills that can be measured so that it can clearly distinguish an actor with average achievement and an ineffective actor.[27]

Teacher Competency

According to Nana Sudjana, competence is an ability that is required to hold a profession. In line with Nana Sudjana, Sardiman defines competence as a basic ability that must be owned by a person regarding his duties. Both of these definitions explain that competence is a basic ability that a person must possess to support his profession, in this case, a teacher.[28]

Janawi added, teacher competence is assessed by various groups as a professional description of whether educators (teachers) are or not. Even teacher competence has an influence on the success achieved by students.[29]

According to Drexel, someone who has teacher competence, namely: always results-oriented, pays attention to procedures in identifying and assessing the results of the learning process, has the experience, has formal and informal knowledge, and behaves toward

progress.[30]

Definition of Teacher Performance

Ahmad D. Marimba argues that the teacher is the person who bears responsibility for educating. Furthermore, Zahara Idris and Lisma Jamal in Muhamad Nurdin, explained that teachers are adults who are responsible for providing guidance to students in terms of physical and spiritual development to reach a level of maturity, fulfilling their duties as creatures of God, independent individual beings and social beings. [31] Kunandar stated that a teacher is someone with special expertise and authority in the fields of education, teaching, and training who is engaged to be a livelihood in meeting the needs of the life concerned. [32] He added that teaching as a profession means teacher as a job that requires competence (expertise and authority) in education and learning in order to carry out the work effectively and efficiently and effectively.[33]

Meanwhile, the word performance stands for Work Energy Kinetics which in English is called performance. In this case, the word performance generally refers to "job performance" or "actual performance" which means a work performance or actual achievement achieved by someone in carrying out their duties. Performance is a person's performance in carrying out the

tasks that have been entrusted to him both in quality and quantity according to his function and position.

According to Prawirasentono "Performance is the result of work that can be achieved by a person or group of people in an organization, in accordance with their respective authorities and responsibilities, in order to achieve the goals of the organization concerned legally, not violating the law and in accordance with morals or ethics".[34]

Fattah also states performance is appearance or performance, or how to produce achievement.[35] Performance is an expression of progress based on knowledge, attitudes, and motivation in producing work.[36] Smith in Mulyasa, states that performance is "...output drives from processes, human or otherwise". Performance is the result or output of a process. Mulyasa said further that performance can be interpreted as work performance, work implementation, work achievement, work results, or work performance.[37]

With regard to teacher performance, according to Surya Darma, the performance aspects include a) achieved targets, b) competence which includes knowledge and attitudes, and c) Work Effectiveness.[38] So performance is a business result of work performance based on knowledge, attitudes,

and motivation in producing a job in order to achieve the goals that match the targets set.

Seeing the notion of teacher performance itself, according to Emna teacher performance is the work that can be achieved by a teacher in an educational institution or madrasa in accordance with his duties and responsibilities in achieving educational goals. Thus, the work results achieved by a person in carrying out his teaching duties assigned to him are based on his skills, experience, and sincerity.[39]

He added, teacher performance is the teacher's ability and effort to carry out learning tasks as well as possible in planning teaching programs, implementing learning activities, and evaluating learning outcomes. The teacher's performance achieved must be based on professional ability standards while carrying out obligations as a teacher at school.[40]

In Martinis' explanation, teacher performance is a behavior or response that gives results that refers to what they do when they face a task. Teacher performance concerns all activities or behavior experienced by teaching staff, the answers they make, to provide results or goals.[41] According to some of the explanations above, teacher performance is the ability of a teacher to carry out learning tasks in planning teaching programs, implementing

learning activities, and evaluating learning outcomes by achieving professional standards. Conceptually, there are three aspects of teacher performance according to the Ministry of Education and Culture written by Martinis Yamin, namely; a) Professional ability, professional ability includes mastery of subject matter, appreciation of the foundation and insights of teacher education, and mastery of educational, teacher and student learning processes, b) Personal ability, social ability includes the appearance of overall attitude as a teacher, understanding, and appreciation of values -the values should be adhered to by the teacher, and his appearance as a role model and role model for students, c) Social Skills include the ability to adapt to the demands of work and the surrounding environment.[42]

In relation to teacher performance in carrying out teaching and learning activities, there are Teacher Professional Duties according to the Law of the Republic of Indonesia Number 14 of 2005 article 20 (a) Concerning Teachers and Lecturers namely planning lessons, carrying out quality learning processes, and assessing and evaluating learning outcomes.

Good teacher performance is of course reflected in their appearance both from the appearance of academic abilities and professional abilities to be a teacher

means being able to manage teaching in the classroom and educate students outside the classroom as well as possible.[43]

Tabel 5.1
Statistics
 Competency Influence

N	Valid	77
	Missing	0
	Mean	58.35
	Median	58.00
	Mode	55
	Std. Deviation	4.536
	Minimum	45
	Maximum	68

Competency Variable Data Description (X)

Based on sample data with 77 teachers as respondents at Cita Hati Middle School – Senior High School Surabaya, the following scores were obtained: theoretical score between 45 to 68; mean of 58.35; the median was 58; the mode is 55, and the standard deviation is 4.536. The overall picture is like the table below.

Normality test

The normality test for the distribution of the Competency variable data (X) as the Independent Variable and the distribution of the Performance variable data for Junior High School Teachers - Cita Hati High School Surabaya (Y) as the Dependent

Variable calculated using SPSS 19 through the Blom formula is obtained as shown in the table below: Proof through the estimation of proportions through the Blom formula with the P-P Plot approach. The P-P Plot approach was taken because the number of samples was less than 200.

The results of all P-P Plots show that the data variables called Independent Variables and Dependent Variables from all dimensions are normally distributed, that is, the distribution of the data leads to the normal line, and it tends that all data distributions for each variable do not have outliers. or no data is far from the line. So it can be concluded that the distribution of Independent Variable and Dependent Variable data has a normal distribution.

Linearity Test Variable Effect of Competence (X) on Junior High School Teacher Performance – High school in Cita Hati Surabaya (Y) The linearity test was calculated using the linear regression error test or the linearity test for the deviation (deviation from linearity) between the Competency (X) variable and the Junior High School Teacher Performance Variable at Cita Hati School in Surabaya (Y) resulting in an F of 5.022 and a significance value of 0.00. According to Dwi Priyatno, because the significance is less than 0.05, it can be concluded that between the variables the Effect of Competence (X) on the

Performance of Middle School - High School Teachers at Cita Hati School in Surabaya.

Tabel 9.2

ANOVA Table

	Sum of Squares	df	Mean Square	F	Sig.
Kinerja Between (Combined) Guru Groups	1098.925	19	57.838	5.022	.000
*Komp Linearitas	861.888	1	861.888	74.832	.000
Deviasi Linearitas from	237.037	18	13.169	1.143	.338
Within Groups	656.504	57	11.518		
Total	1755.429	76			

Hypothesis test

This sub-chapter will discuss and answer the research hypothesis. Hypothesis testing was carried out by simple correlation analysis (ryn), determination of variance (r2yn), simple correlation significance test (t-test), linear regression line equation with line equation $\hat{Y}=a+Xn$, and regression significance test (F) through the Anova table. The explanation is as follows:

Hypothesis testing

Competency Trends on Teacher Performance Variables Junior High School – Cita Hati High School Cita Heart of Surabaya The initial hypothesis is that the tendency of the influence of competence on the performance variables of junior high school teachers at Cita Hati Surabaya School is low. The results of simple regression

statistical tests between variables influence Competence on The results of the Variable Performance of Cita Hati Middle School – Senior High School Teachers in Surabaya were obtained as per the table below.

Hypothesis Discussion

The initial hypothesis is that the tendency of the influence of competence (X) on the performance of junior high school teachers in Cita Hati School (Y) is low. From the results of a simple regression statistical test between the Competency variable (X) and the Junior High School Teacher Performance variable at the CitaHati School in Surabaya, the findings of the r_{yx} value were 0.701 and had a positive value.

Which means, the magnitude of the relationship between Teacher Competence and Performance is 70.1%, then the relationship between variables X and Y is included in the high relationship category. The direction of the relationship between the two is positive, which shows that the higher the competence of a teacher, the teacher's performance will increase. Vice versa.

From the analysis results also obtained r_{y²} (coefficient of determination) of 0.491 or 49.1%. This means that the contribution of the Competency variable in forming the Junior High School Teacher

Performance variable at the Cita Hati School in Surabaya is 49.1%.

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CONCLUSION

Based on the results of data processing and the discussion that has been carried out, the researcher will conclude the results of the study regarding the influence of competence on the performance of junior high school teachers at Cita Hati School in Surabaya. The conclusions of this study are as follows:

1. The hypothesis in this study is that the effect of competence on the performance of junior high school teachers at Cita Hati Surabaya School tends to be low. The details of the results of the hypothesis test are as follows:

a. There is a relationship between the competency variable (X) and the performance variable for SMP-SMA teachers at Cita Hati Surabaya School (Y) with a r_{yx} value of 0.701 and a positive value. This means, the magnitude of the relationship between Teacher Competence and Performance is 70.1%, then the relationship between variables X and Y is included in the high relationship category.

b. The contribution of the Competency variable (X) in forming the SMP-SMA Teacher Performance variable at the Cita Hati School in Surabaya (Y) with a value of ryx^2 (coefficient of determination) of 0.491 or 49.1%. This means that the contribution of the Competency variable in forming the

Middle-School Teacher Performance variable in Schools Cita Hati Surabaya is 49.1% while the remaining 51.9% is explained by other causes outside the research model. The other reasons are teacher motivation, principal leadership, teacher certification, teacher professionalism, and teacher environment.

c. There is a significant relationship between the Competency variable (X) in forming the Middle-School Teacher Performance variable at Cita Hati School in Surabaya

(Y) with an F value of 72.343 with a value of $\alpha = 0.00$ which turns out to be significant at $\alpha < 0.05$. It was concluded that the relationship between the influence of competence and the performance of junior high school teachers at Cita Hati Surabaya School was significant at $\alpha < 0.05$.

d. There is a significant influence between the Competency variable (X) in forming the Middle-School Teacher Performance variable at Cita Hati School in Surabaya (Y) with a t value of 8.505 and it turns out to be significant at $\alpha < 0.05$.

e. The resulting linear regression line equation is $\hat{Y} = 18.534 + 0.742 X$. That is, for every competency improvement once, the performance of SMP - SMA teachers at Cita Hati Surabaya School is 0.742 times.

So based on the results of the research above, it can be concluded that the

hypothesis in this study, that the effect of competence on the performance of junior high school teachers at Cita Hati Surabaya School tends to be low is not proven.

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