



The influence of the school environment and teacher professionalism on the performance of Junior high school teachers in Girian district, Bitung city

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Abstract

This research aims to describe the influence of the school environment on teacher performance, the influence of teacher professionalism on teacher performance, and the influence of using the school environment and teacher professionalism together on teacher performance. Data collection uses questionnaires. Data analysis is quantitative/statistical using multiple linear regression. The research results show that the school environment has an influence on teacher performance. Teacher professionalism influences teacher performance where the correlation coefficient value of 0.921 indicates that teacher professionalism has a high and strong influence on teacher performance. The school environment and teacher professionalism simultaneously influence the performance of junior high school teachers in Girian District, Bitung City. The school environment and teacher professionalism simultaneously have a high contribution to teacher performance where R-square is = 84.5%. The results were strengthened based on the F test results which showed $F_{\text{count}} 252,652 > F_{\text{table}} 3.11$ with a significance value = $0.000 < 0.05$. This means that the better the condition of the school environment and the professionalism of teachers simultaneously, the better and the teacher's performance will increase.

Keywords: School environment, teacher professionalism, teacher performance

Introduction

Teachers are a key element in the education system, especially in schools. Schools as an organization have a big role in efforts to improve the quality of education which will have an impact on human quality as a whole. Schools as educational institutions are essentially an effort to humanize humans. The success and failure of an educational process can generally be assessed from its output, namely people as educational products. All other components, starting from the curriculum, facilities, costs, and so on will not mean much if the essence of learning, namely teacher interaction with students, is not of high quality. All other components, especially the curriculum, will be "alive" if implemented by the teacher (Depdiknas, 2008: 1). Therefore, the world of education needs to be improved continuously and sustainably, not only the subject matter, curriculum teaching methods and other aspects that support the achievement of educational aims and objectives and even regarding the teacher's ability to teach. The success of the national education system is seen from teacher performance. Performance is the work result achieved by an employee in carrying out his duties in accordance with the responsibilities given to him (Mangkunegara, 2009: 67). Teacher performance is basically the performance or performance of work carried out by teachers in carrying out their duties as educators. Teachers' human resources will greatly determine the quality of educational outcomes, because teachers are the parties who have the most direct contact with students in the education or learning process in school educational institutions. For this reason, teachers are expected to be able to manage performance in an effort to achieve goals effectively and efficiently. Teacher discipline is very necessary in carrying out their duties and obligations as teachers, educators and student mentors.

One way that teachers can participate in achieving educational success is by improving their performance as a teacher. Supriadi (1998: 45) ^[22] teacher performance is the teacher's efforts to improve student learning achievement through teaching. This means that teachers must be able to improve student learning achievement so that it is optimal, namely by the teacher carrying out teaching and learning activities (KBM) using varied learning methods so that the material is easy for students to understand and is not boring during teaching and learning activities. Teacher performance contains three elements, namely the first element of time, the performance achieved by teachers is assessed over a period of time, for example 3 months, semester or yearly. The second element is the result, the performance achieved by the teacher is assessed from the results or achievements of the students who have been taught. The three elements of method, the performance achieved is measured from the teaching and learning method or process implemented by the teacher must be effective and efficient, and the teacher works with self-motivation. So a teacher's performance can be seen from these three elements.

Schools organize learning processes to guide, educate and train and develop students' abilities to achieve educational goals. This is in accordance with the function of developing abilities and forming a dignified national character and civilization in educating the life of the nation, aimed at developing students' potential to become human beings who have faith and devotion to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent., and become democratic and responsible citizens. Gutu as an educator has a very strategic role in forming students' knowledge, skills and character. Therefore, professional education staff will carry out their

duties professionally so as to produce higher quality graduates. Becoming a professional educational staff will not just happen without efforts to improve it. The professionalism of educational staff is also consistently one of the most important factors in the quality of education. Professional education staff are able to teach students effectively in accordance with resource and environmental constraints. To produce professional teachers is not an easy task. Teachers must be more dynamic and creative in developing students' learning processes.

In order for the educational process to run effectively and efficiently, teachers are required to have adequate competence, both in terms of type and content. Students' abilities and potential will not develop optimally without the teacher's help. In this regard, teachers need to pay attention to students individually. These difficulties can be caused by the characteristics of junior high school teachers so that they are difficult to understand or difficulties in methodological technical aspects so that the teaching materials are not well understood by students. Teachers must play an active role in solving problems in the teaching and learning process. As professionals, teachers are required to validate their knowledge, both through self-study and through coaching and development programs.

Students' interests and talents, abilities and potential will not develop optimally without the help of teachers. Teachers need to pay attention to individual students. A teacher's job is not only to teach, educate, nurture, guide and shape students' personalities in order to prepare and develop human resources. Many teachers experience problems in implementing all the subjects they teach. Schools as formal educational institutions systematically plan various environments, namely educational environments that provide various opportunities for students to carry out various learning activities. Student growth and development is directed and encouraged towards achieving the desired goals. SMP is an educational institution like schools in general, in which there are several interrelated components. Improving the quality of education is a process that is integrated with the process of improving the quality of human resources themselves. Realizing the importance of the process of improving the quality of human resources, the government together with the private sector have both made and continue to strive to realize this mandate through various efforts to develop higher quality education, including through developing and improving the curriculum and evaluation system, improving educational facilities, development and procurement of teaching materials, as well as providing education and training for teachers.

The school environment becomes a stimulus that influences students' readiness and behavior in learning. A good school environment will create comfort for students, so that it will influence their readiness to follow lessons and behave well in learning, for example by listening to and taking notes from the teacher's explanations, doing practice questions and school assignments, etc. This causes learning to become more effective and has an effect on increasing learning achievement.

The success of students in capturing the lessons delivered by a teacher really depends on the teacher's skills in teaching. Many students are unable or their abilities are still lacking in grasping the lessons in the teaching and learning process presented by teachers as teaching staff. Many factors influence student learning outcomes, including the student's

own factors, the surrounding environment, teacher factors and the level of difficulty of the subject matter as well as inadequate learning facilities. Teachers must pay attention to themselves first, then other aspects.

Culture in education in Indonesia has placed the functions and roles of teachers in such a way that teachers in Indonesia are often positioned to have dual or even multi-functional roles. They are required not only as educators who must be able to transform the value of knowledge, but also as moral guardians for students. In fact, it is not uncommon for teachers to be considered the second person, after students' parents, in the global education process. The learning process causes students to play a more passive role and involvement, they wait more for presentations from the teacher, seek and discover for themselves the knowledge, skills and attitudes they need, if learning conditions maximize the teacher's role and involvement and minimize the role and involvement of students, education occurs. Elementary schools, including elementary schools, will result in learning becoming monotonous, one-way and giving teachers less freedom.

The survey that researchers carried out on March 15 2023 using an interview method with teachers revealed that the performance of teachers in Junior High Schools (SMP) has been running but is still not optimal, because there are still some teachers carrying out their duties not according to their expertise, there are some teachers who lack discipline in carry out his duties. The low level of commitment that a teacher has makes the teacher's duties less than optimal, lacking concern and responsibility for their duties. As a teacher or educator, teachers are one of the determining factors for the success of every educational endeavor. Teacher professionalism in planning and implementing learning is the main factor in achieving teaching goals. The skill of mastering the learning process is very closely related to the duties and responsibilities of teachers as teachers and educators can be narrowly interpreted as guides or facilitators of student learning.

Teachers are required to have a performance that is able to provide and realize the hopes of all parties, especially the general public who trust schools and teachers in developing students. Achieving good quality education is greatly influenced by the professionalism of teachers in carrying out their duties so that teacher performance becomes important for achieving educational success. In general, good quality education is a benchmark for successful teacher performance. Likewise, teacher systems and approaches that are able to stimulate students' attention play a very important role in creating a conducive and educative learning situation. Apart from that, environmental factors also influence students' interest in learning materials. Thus, the emergence of students' interest in learning is greatly influenced by many factors.

Based on the results of observations, the school environment greatly influences teacher performance, especially as the work environment for teachers at Bitung Middle School is different. The professionalism of teachers at Bitung Middle School is also lacking because most of them don't actually want to be teachers. Based on the results of these observations, the author took two factors that influence teacher performance, namely the school environment and teacher professionalism. In connection with the description above, research was conducted to obtain information regarding the influence of the school environment and

professionalism on the performance of junior high school (SMP) teachers in Girian District, Bitung City. This research aims to describe the influence of the school environment on teacher performance, the influence of teacher professionalism on teacher performance, and the influence of the school environment and teacher professionalism together on teacher performance.

Method

This research was carried out using quantitative data which is aimed at scoring data into numbers (quantitative) in data collection and analysis. Data collection uses a questionnaire. Data analysis is quantitative/statistical in nature with the aim of testing predetermined hypotheses. The population in this study is SMP Negeri 1 Bitung with 65 teachers and SMP Negeri 12 Bitung with 28 teachers. The number of samples in the research was 93 teachers.

This research uses a questionnaire as the main instrument to measure the variables to be measured. Next, the instrument was tested for validity using the product moment correlation method and reliability tested using the coefficient alpha method. The data analysis technique uses multiple linear regression which is carried out with computer assistance using the SPSS and Microsoft Excel programs. Before testing the hypothesis, normality, significance and linearity tests are carried out.

Results and discussion

A. Results

Research hypothesis testing

Hypothesis testing is carried out after testing the analysis requirements to produce a score for each research variable that meets the requirements for statistical testing. The purpose of a statistical hypothesis is to find an answer to whether the proposed null hypothesis (H0) is rejected or vice versa at a certain level of confidence. Furthermore, in this research, what we want to know is the strength of influence that occurs between the three independent variables and one dependent variable, either individually or together. Then, to determine the strength of this influence, simple regression and correlation analysis, regression and multiple regression are carried out.

The statistical hypotheses tested are H₀: β_i ≤ 0 and H₁: β_i > 0

The criteria for testing the hypothesis are that H₀ is rejected if t_{count} > t_{table} and H₀ is accepted if the value of t_{count} ≤ t_{table} with dk = n-2 at the real level α = 0.05. Determining the degree of relationship/influence between variables in this research uses the categories proposed by Young (in Trihendradi, 2009:197-198), namely:

- a. 0.7–1.00: both positive and negative, indicating a high degree of relationship/influence;
- b. 0.4–0.7: both positive and negative, indicating substantial relationship/influence;
- c. 0.2–0.4: both positive and negative, indicating a low degree of relationship/influence; and
- d. < 0.2: whether positive or negative, the relationship/influence is negligible.

1. The influence of the school environment on teacher performance

Testing the research hypothesis on the influence of school principal leadership behavior on teacher performance with the help of the SPSS application program outputs data as in Table 1. Based on data analysis using the correlations Table 3, the magnitude of the influence between the school environment variable (X1) on teacher performance (Y) as calculated by the correlation coefficient is 0.313 or (rX1Y=0.0359). This shows the strong influence of the school environment on teacher performance. Meanwhile, the significant level of the one-sided (1-tailed) correlation coefficient of output (measured from probability) produces the figure 0.00 or 0. Because the probability is far below 0.01 or 0.05, the influence of the School Environment on Performance is significant.

Table 1: Correlation of school environment variables (X1) with teacher performance (Y)

		Teacher performance	School environment
Teacher performance	Pearson Correlation	1	.313**
	Sig. (2-tailed)		.002
	N	93	93
School environment	Pearson Correlation	.313**	1
	Sig. (2-tailed)	.002	
	N	93	93
**. Correlation is significant at the 0.01 level (2-tailed).			

Table 2: Coefficient of school environment variables (X1) with teacher performance (Y)

		Unstandardized coefficients		Standardized coefficients	t
Model		B	Std. Error	Beta	
1	(Constant)	46.971	8.710		5.393
	School environment	.236	.075	.313	3.142

Table 3: Model summary of school environment variables (X1) with teacher performance (Y)

Model Summary ^b				
Model	R	R square	Adjusted R square	Std. Error of the estimate
1	.313 ^a	.098	.088	5.93094
a. Predictors: (Constant), school environment; b. Dependent Variable: teacher performance				

The results obtained for the regression equation are as in Table 2. The coefficients Table 2 shows that the regression equation has a beta coefficient value: $\hat{Y} = a + bX_1 = 46.971 + 0.313$ Furthermore, in the summary model (the correlation coefficient (r) value is 0.313, which means that the school environment (X1) has a high and strong influence on teacher performance (Y) (Table 3).

Testing hypothesis one shows H₀: There is no influence of the school environment on teacher performance and H₁: There is an influence of the school environment on teacher performance. Based on testing hypothesis one, obtained t_{count} of 3.142 > t_{table} 1.661 and significance value = 0.000 < α = 0.05, meaning hypothesis H₀ is rejected or accepts H₁. The test results show that there is an influence of the school environment on teacher performance.

2. The influence of teacher professionalism on teacher performance

Testing the research hypothesis on the influence of the teacher professionalism on teacher performance with the help of the SPSS application program, the output data is as in Table 4. Based on the correlations Table 4, the magnitude of the influence between the teacher professionalism variable (X2) on teacher performance (Y) as calculated by the correlation coefficient is 0.921 or (rX2Y=0.921). This shows the strong influence of teacher professionalism on teacher performance. Meanwhile, the significant level of the one-sided (1-tailed) correlation coefficient of output (measured from probability) produces the figure 0.00 or 0. Because the probability is far below 0.01 or 0.05, the influence of teacher professionalism on teacher performance is significant. The results obtained for the regression equation are as in Table 4. The coefficients Table 5 shows that the regression equation has a beta coefficient value: $\hat{Y} = a + bX2 = -5,249 + 0.921$. Furthermore, in the summary model (Table 6), the correlation coefficient (r) is 0.921, which means that teacher professionalism (X2) has a high and strong influence on teacher performance (Y).

Testing hypothesis two shows H₀: There is no influence of teacher professionalism on teacher performance and H₁: There is an influence of teacher professionalism on teacher performance. Based on testing hypothesis two, obtained t_{count} of 22,593 > t_{table} 1.661 and significance value = 0.000 < α = 0.05, meaning hypothesis H₀ is rejected or accepts H₁. The test results show that there is an influence of teacher professionalism on teacher performance.

3. The influence of the school environment and teacher professionalism together on teacher performance

Testing the research hypothesis on the influence of the school environment and teacher professionalism together on teacher performance with the help of the SPSS application program, output data as in the following Table 7. Based on the analysis of the model summary table, there is a correlation coefficient (r) of 0.921, which means that the school environment (X1) and teacher professionalism (X2) together have a strong influence on teacher performance (Y). The Rsquare value is 0.845. Rsquare can be called the termination coefficient, which in this case means the contribution of the school environment (X1) and teacher professionalism (X2) together to teacher performance of r² = 84.5%. The results obtained for the regression equation are as in Table 8. The Coefficients Table shows that the regression equation has a beta coefficient value: $\hat{Y} = a + bX1 + bX2 = -4.632 - 0.011 X1 + 0.925 X2$. To test the regression coefficients together, use anova (variance analysis) as in Table 9. From the F test results as shown in the model summary table, it shows F_{count} 252,652 > F_{table} 3.11; and significance value = 0.000 < 0.05.

Testing hypothesis three shows H₀: There is no simultaneous influence of the school environment and teacher professionalism on teacher performance and H₁: There is a simultaneous influence of the school environment and teacher professionalism on teacher performance. Based on testing hypothesis three, obtained F_{count} 252,652 > F_{table} 3.11; and significance value = 0.000 < 0.05; means the hypothesis H₀ is rejected or accepts H₁. The test results show that there is a simultaneous influence of the school environment and teacher professionalism on teacher performance.

Table 4: Correlation of teacher professionalism variables (X2) on teacher performance (Y)

		Teacher performance	Teacher professionalism
Teacher performance	Pearson Correlation	1	.921**
	Sig. (2-tailed)		.000
	N	93	93
Teacher professionalism	Pearson Correlation	.921**	1
	Sig. (2-tailed)	.000	
	N	93	93

** . Correlation is significant at the 0.01 level (2-tailed).

Table 5: Coefficient of the teacher professionalism variable (X2) on teacher performance (Y)

Coefficients ^a						
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
Model		B	Std. Error	Beta		
1	(Constant)	-5.249	3.529		-1.488	.140
	Teacher professionalism	.770	.034	.921	22.593	.000

a. Dependent Variable: Teacher Performance

Table 6: Model summary variable teacher professionalism (X2) with teacher performance (Y)

Model Summary ^b				
Model	R	R square	Adjusted R square	Std. error of the estimate
1	.921 ^a	.849	.847	2.42889

a. Predictors: (Constant), teacher professionalism
b. Dependent Variable: teacher performance

Table 7: Model summary of school environment variables (X1) and teacher professionalism (X2) with teacher performance (Y)

Model Summary ^b				
Model	R	R square	Adjusted R square	Std. error of the estimate
1	.921 ^a	.849	.845	2.44151

a. Predictors: (Constant), teacher professionalism, school environment
b. Dependent Variable: teacher performance

Table 8: Coefficient of school environment variables (X1) and teacher professionalism (X2) with teacher performance (Y)

Coefficients ^a						
		Unstandardized coefficients		Standardized coefficients	t	Sig.
Model		B	Std. error	Beta		
1	(Constant)	-4.632	4.337		-1.068	.288
	School environment	-.008	.033	-.011	-.247	.805
	Teacher professionalism	.773	.037	.925	21.142	.000

a. Dependent Variable: Teacher Performance

Table 9: Regression coefficient test using ANOVA

ANOVA ^a						
	Model	Sum of squares	df	Mean square	F	Sig.
1	Regression	3011.790	2	1505.895	252.625	.000 ^b
	Residual	536.489	90	5.961		
	Total	3548.280	92			
a. Dependent Variable: teacher performance						
b. Predictors: (Constant), teacher professionalism, school environment						

B. Discussion

1. The influence of school environmental behavior on teacher performance

Based on linear regression analysis $\hat{Y} = 46.971 + 0.313 X1$ it can be explained that the constant value is 46.971; meaning that if the school environment has a value of 0, then the teacher's performance has a positive value, namely: 46.971. Meanwhile, the regression coefficient value for the Principal Leadership Behavior variable is positive, namely 0.313; This means that every time there is an improvement in the school environment, teacher performance will increase by 0.313. This means that the more the school environment (X1) improves, the more teacher performance (Y) will increase, or in other words, the condition of the school environment has a positive and significant influence on teacher performance.

Based on the results of this research, it turns out that the existence and situations that occur in the school environment are influential factors in improving and improving teacher performance. It can be stated that the implication of this research is that to improve and increase teacher performance, it is necessary to improve and improve the school environment.

Based on the results of this research, it turns out that the problems related to the tendency of low teacher performance are caused by low principal leadership behavior, conversely if the principal's leadership behavior is high then the teacher's professional competence is good. The results of this research also serve as a reference for school principals in their efforts to provide guidance to teachers so that they are more creative in carrying out learning tasks.

2. The influence of teacher professionalism on teacher performance

$\hat{Y} = a + bX2 = -5,249 + 0.921 X2$, t_{count} is 22,593 > t_{table} 1.661. Based on linear regression analysis $\hat{Y} = -5,249 + 0.921 X2$ it can be explained that the constant value is -5,249. Meanwhile, the regression coefficient value for the teacher professionalism variable is positive, namely 0.921; This means that every time there is an increase in teacher professionalism, teacher performance will increase by increasing the score by 0.921. This means that the more professionalism (X2) increases, the more teacher performance (Y) increases, or in other words, professionalism has a positive and significant effect on teacher performance.

Based on the results of this research, it turns out that teacher professionalism is an influential factor in improving and enhancing teacher performance. It can be stated that the implication of this research is that to improve and increase teacher performance, it is necessary to improve and increase teacher professionalism.

This is in accordance with the opinions of several experts, including:

- a. Martinis Yamin (2010:276) explains that the main characteristic of professionalism is that teachers have high commitment through deep motivation towards their duties. Love for the task is shown in the form of an outpouring of energy, time and thoughts. Such teachers have the motivation to carry out learning tasks for students.
- b. Syaiful Sagala (2009:15), stated that teachers are successful in carrying out their duties professionally if supported by a creative attitude through involvement in finding various alternative methods and ways of developing the learning process according to current developments, including understanding, mastering and skillfully using new learning resources.

Based on the results of this research, it turns out that problems related to the tendency of low teacher performance are caused by low teacher professionalism, conversely if teachers have high performance then the teacher's professional competence will increase. The results of this research also serve as a reference for school principals in efforts to improve teacher performance through main tasks and functions by providing motivation to strengthen the performance of the teacher concerned in carrying out learning tasks.

3. Simultaneous influence of the school environment and teacher professionalism on teacher performance

School environment and teacher professionalism (X2) together have a strong influence on teacher performance (Y). The Rsquare value is 0.845. Rsquare can be called the termination coefficient, which in this case means the contribution of the school environment (X1) and teacher professionalism (X2) together to teacher performance of $r^2 = 84.5\%$. From the results of the F test as shown in the model summary table, it shows: $F_{count} 252,652 > F_{table} 3.11$; and significance value = $0.000 < 0.05$.

The implication of this research is that to improve and enhance teacher performance, it is necessary to simultaneously improve and improve the state of the school environment and teacher professionalism. Because based on the results of this research, it turns out that the school environment and teacher professionalism together are influential factors in improving and enhancing teacher performance.

The results of this research show that the school environment greatly contributes to efforts to improve teacher performance itself. However, teacher performance will increase even more if the teacher is supported by teacher professionalism. The condition of the school environment and the professionalism of teachers in this research had a very positive impact on increasing teacher performance.

Conclusion

- 1. The school environment has a positive effect on teacher performance at junior high schools in Girian District. The correlation coefficient value shows that school environmental behavior (X1) has a high and strong influence on teacher performance (Y). Likewise, the school environment (X1) has a high contribution to the performance of junior high school teachers in Girian District. This shows that the better and more conducive the school environment is, the better and higher the teacher's performance will be.

2. Teacher professionalism has a positive effect on teacher performance at junior high schools in Girian District. The correlation coefficient value shows that teacher professionalism (X2) has a high and strong influence on teacher performance (Y). Likewise, teacher professionalism (X2) has a high contribution to the performance of junior high school teachers in Girian District. This means, the better and increased the teacher's professionalism, the better and increased the teacher's performance.
3. The atmosphere of the school environment and teacher professionalism simultaneously have a positive influence on the performance of junior high school teachers in Girian District. The correlation coefficient value shows that a conducive school environment (X1) and more professional teachers (X2) together have a strong influence on teacher performance (Y). School environment (X1) and teacher professionalism (X2) together have a high contribution to teacher performance in junior high schools in Girian District. This means, the better and more maintained the school environment is and the more teachers act professionally together, the better and higher the teacher's performance will be.

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