**The Effect of Academic Supervision and Participation in MGMP and Training on the Competency of the Social Science Teachers of Junior High schools in Sleman District.**

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Abstract

This study aimed to reveal the effect of academic supervision and, teacher participation in subject matter, teacher forum (MGMP) and training on ​​the competency of the social science teachers in District of Sleman, either partially or simultaneously.

This research was quantitative and associative causal research with the ex-post facto approach. The population was 183 social science teachers in Sleman Regency. A sample of 85 teachers was established using the purposive sampling technique. The data collection used a questionnaire and teacher competency test. Tecnique validity testing was performed through expert judgment and Confirmatory Factor Analysis with SPSS support, while the reliability testing used Cronbach's Alpha. The data analysis used the multiple regression analysis (MRA)

The result of the research shows that there are positive and significant effect of academic supervision, teacher participation in MGMP, and training on SMP teacher competency in Sleman District either individually/ partially or simultaneously. The implementation of maximal academic supervision can improve teacher competency well. Teacher participation in MGMP activities and active training also able to increase teacher competency maximally. So that the three variables, there are academic supervision, teacher participation in MGMP, and training can be applied well to improve teacher competency.

**Keywords:** academic supervision, participation in MGMP, training, teacher competency

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**Content**

The context of the problem in this research is the ineffectiveness of the academic supervision, the participation of teachers in MGMP, and the training in supporting the improvement of teacher competency. This research needs to be done to find out more about how the effect of academic supervision, teacher participation in MGMP, and training in supporting the improvement of teacher competency. The purpose of this study is to explain the effect of academic supervision, teacher participation in MGMP, and training on the competency of IPS Junior High School/ SMP teachers in Sleman District, either partially or simultaneously. Stage in this research is to dig information by using questionnaire and teacher competency tes. This study limits the effect on professional competency and pedagogic due to the low UKG results, given that the competencies tested on UKG are pedagogic and professional.

1. Introduction

Low quality education is a long-standing educational problem in Indonesia. This 21st century wave of globalization is felt very strong and open. Technological advances provide awareness that Indonesia needs to align its position with other countries that can start by looking at the quality of education. In line with the low quality of education in Indonesia, many efforts have been made by the government, but still far from expectations. One of the factors causing the low quality of education is an incompetent teacher, as stated by former Minister of National Education Wardiman Djoyonegoro (Mulyasa, 2009: 3).

The teacher is a noble profession that is not just anyone capable of carrying out such professional work. Being a guu requires a special skill. Because the expertise is special, the teacher has a mission that is very important in determining the quality of education of a nation. The expertise that teachers must have in particular is what distinguishes it from other professions that lie in its duties and responsibilities. Teacher's duties and responsibilities are closely related to the basic competencies called teacher competencies. To find out the mastery of the competence of the teacher, the Government does it through the Teacher Competency Test (UKG).

The Teacher Competency Test (UKG) is a measure to measure teachers' ability to be adapted to the field of study (professional competence) and mastery of learning in the classroom (pedagogic) using test / exam questions. Based on the results of the Teacher Competency Test (UKG) in 2015, the description of pedagogical and professional competence of teachers in Indonesia is still not fully said. According to the Center for Data Statistics Education and Culture, nationally the results of UKG are still below expectations.

Yogyakarta Special Region (DIY) is one of the provinces that is able to prove the title that has been so far as the "Student City" with the highest UKG score of 62.36 from the Minimum Criteria of Achievement (KCM) in 2015 of 55. But based on analysis of teachers' depiction carried out by the Ministry of Education Culture and Center for Data Statistics Education and Culture stated that in DIY Province identified many teachers who have not graduated / are under KCM especially on the ability of mastering professional competence. The results of the UKG will ultimately be linked to student achievement through the National UIN (UN).

Social Science (IPS) is an integration of various social sciences such as economics, history, geography, sociology, politics, etc. IPS has a very wide range of material and siftnya dynamic / evolving according to the changing times. But ironically, IPS is not included in the subjects to measure students' ability in the National Exam. Although IPS does not participate in National Examination, the fact that IPS teachers in DIY prove their ability in UKG with good value. The SME results of IPS subjects at the junior high school in Yogyakarta are:

Tabel 1. Result of UKG IPS SMP DIY 2015

|  |  |  |
| --- | --- | --- |
| Rank | District | Average Score |
| 1 | Sleman | 65,89 |
| 2 | Yogyakarta | 64,75 |
| 3 | Gunung Kidul | 64,14 |
| 4 | Bantul | 62,18 |
| 5  Source: Lembaga Penjaminan Mudu Pendidikan DIY (LPMP) DIY | Kulon Progo | 61,26 |

Based on the results of the IPS subject matter, Sleman regency was ranked at the top with an average score of 65, 89. This indicates that the majority of teachers have achieved KCM 55. As a follow-up of UKG results and for the achievement of better quality of teacher competence, the government organizes training for teachers who have not met KCM standards to improve their skills, knowledge, understanding and skills.

As a reflective activity to improve teachers' ability, Retno Lystiarti, Secretary General of Federation of Indonesian Teachers Union stated that there are still teachers who do not have good competency yet. He also still appealed that the implementation of training and education needs to be done through analysis of the needs of teachers (Triananda: 2017: 1). The same thing was also raised by Andi Kristanto Sitanggang, M.Pd an education observer from the State University of Medan who said that the training is carried out so far needs to be improved, especially the necessary analysis and mapping related constraints / problems experienced by teachers, because he knows training during this activity is only a mere formality. Activities undertaken by teachers on a regular basis that can improve the competence of other teachers such as through the assistance of academic supervision and MGMP.

Taking into account these phenomena, it is enough to illustrate that academic supervision, teacher participation in MGMP, and training can be a step in improving teacher competence, especially on pedagogic and professional competencies. Based on the result of the study of the problem, it can practically be used as a consideration to conduct further research by reviewing teacher competency especially professional and pedagogical competence through academic supervision, teacher participation in MGMP, and training in IPS teacher in Sleman. The reason for choosing Sleman as a research location because Sleman is the Regency that has the top rank for the mastery of professional and pedagogic competence in DIY. In addition, teacher participation in the MGMP, supervision, and training can be said to be an activity in the development of high teacher competence. Therefore the researcher intends to conduct research "The Effect of Academic Supervision, Participation in MGMP, and Training on Competence of IPS Teachers of Junior High School in Sleman District".

1. Related Works/ Literature Review
2. Academic Supervision

Academic supervision is an attempt to stimulate, coordinate, and guide the growth of teachers in schools, in order to stimulate and guide the growth of each student in order to be able to participate in a democratic society. Glickman [4] explains the meaning of supervision requires knowledge, interpersonal skill, and technical skill.

This is adapted by the supervisory of direct assistance to teachers, curriculum development, professional development, group development, and action research. These statements make it clear that effective supervision requires interpersonal knowledge and skills and technical skills, all trained, developed through teacher supervision tasks, curriculum development, group professional development and action research classrooms will all support the goals of the organization and the needs of teachers and improvement of learning” It means that effective supervision requires

Supervision is aimed at the improvement and development of the learning process, not only to improve the quality of teaching and learning, but also the development of the profession in the broadest sense, including the provision of services and services, leadership and coaching human relations is good for all parties involved [5]. Through educational supervision activities expected to occur improvements and developments in the process

The principles in the implementation of the supervision of the scientific, democratic, upholds the above discussion, cooperative / partnership, the entire staff can work together, develop a business in the "create" a learning situation and working conditions are better, as well as the constructive and creative, fostering initiative staff / teachers and encouraged to actively create an atmosphere where everyone feels safe and can develop their potential. These principles should be the main reference supervisors in supervising produce optimal supervision outcomes. Reality on the ground is still found supervisors in performing the duties of supervision. to expect quick results and prioritize the value of learning rather than improving the learning process, and more administrative in nature rather than fostering academic aspects.

***Definition 1: Academic supervision is an attempt to stimulate, coordinate, and guide the growth of teachers in schools, either individually or in groups. Supervisors should be able to help overcome the difficulties of teachers when learning, so it can be overcome, and ultimately learning objectives can be achieved optimally.***

1. Participation on Teacher forum (Deliberation Subject Matter/ MGMP)

Davis[6] said that participation is the mentality and emotion of the parties in group situation that incourage them to contribute to group goals and share responsibility for them. It means that participation is a mental and emotional involvement of individuals within a social group that encourages the ability to develop in accordance with the group's objectives

In MGMP, there are many activities aimed at positively for teachers [7], there are (1) an improved understanding of the curriculum, (2) the development of the syllabus and lesson plan; (3) development assessment system, (4) development of remedial programs and enrichment, (5) develop active learning, innovative, creative, effectiveness and fun or, (7) develop and carry out the tools of learning tools, (8) develop and implement programs for computer-based learning, or ICT, (10) as well as developing the media in carrying out the process of teaching teach. With their program activities within the program MGMP above, is expected to be a solution for subjects, school environment, curriculum implementation, methodology and adjustments to the development of science and technology. In addition, activity in MGMP is expected to improve the competency of teachers, especially the professional competency, which in terms of capability of teachers in preparing, implementing, and evaluating programs in teaching and activities.

As a teacher, participation in an organization is necessary to add the experience of various educational solutions and increase knowledge. By participating in MGMP, teachers will also be easier in developing their competencies if they are willing to learn and exchange ideas among teachers because , the problems faced by each teacher differ from other teachers.

***Definition 2: Teacher Forum (MGMP) have activities that will be able to enhance the competency of teachers when better planned and implemented, particularly leading to the improvement of teachers' competency.***

1. Training

Training is a coaching of government in addition to other efforts. Training is a process of teaching and learning in order to improve the ability of human resources in carrying out its duties. While the task is to show the position, responsibility, authority, and rights of someone in the organization [8]. Education and training are important because they are the means by which the

organization maintains, maintains and nurtures employees and increases employee skills to improve productivity.There are several training goals by Hasibuan[9] are: 1) teacher work productivity will increase, 2) improving the efficiency of workforce, time, and materials, 3) opportunities to improve career will be better 3) teacher will have a better leadership spirit.James [10] also said that teacher must be experts in various task. So, therefore training is very important for teachers because not only knowledge and skill development, but teachers also able to deal with unexpected problems.

***Definition 3. Implementation of the training program is very important for teachers both for the present and future, because with the training ability, knowledge, skills, attitudes and productivity of teachers will increase.***

1. Teacher’s Competency

Musfah[11] defines competency as a person's ability that includes knowledge, skills, and attitudes, which can be manifested in real work that benefits both the self and the environment. Payoung[12] also believes that competency is a person's ability as a result of education, training, and certain informal learning experiences that cause a person to perform certain tasks with satisfactory results. So, the competency of teachers is the ability that includes a set of knowledge, skills, and behaviors that must be possessed, experienced, mastered in carrying out professional duties properly, and able to establish communication with students well, so that learning objectives can be achieved well.

1. **Type of Tacher Competency**

Type of competency [13] that must be owned by the teacher are 4 (four), there are personality, pedagogical, professional, and social competency. Four competencies must be mastered by the teacher in running main tasks and functions. The four competencies that can be explained are:

1. Professional Competency

Professional competency is the ability of dealing with the adjustment of tasks and competency of lecturers is very important because it relates to the performance shown. Teachers must understanding the material lessons to be presented for students.

1. Pedagogic Competency

Pedagogic competency is the ability of a person to exercise or perform a job or task that is based on the skills, knowledge and attitudes supported by work in accordance with the demands of the job

1. Personality Competency

Personality competency concerns the competency of a steady, mature, wise, so that can be role models of students.

1. Social Competency

Social competency involves relationships with other people, for example, between teachers and students, between teachers with parents, between teachers with their fellow professions, and between teachers with the community.

In this study, the competency to be reseach focus on the ability of teachers in the mastery and development of the material, the concept of science subjects IPS (professional competency) and the ability of teachers in the mastery of class/ learning activities (pedagogical competency) widely and deeply.

***Definition 4. Teacher must have 4 Competencies, there are pedagogic competency, personal competency, professional competency and social competency. Several previous studies have proved that the competency of the relationship with business performance and individual performance of his career***

1. Method

This research is included in ex-post facto research as well as a causal associative analysis with a quantitative approach. Method consist of research design, population, The population in this study are the teachers of IPS in Sleman District who are members of the IPS Subject Teachers' Forum (MGMP) are 183 people. The sample in this study was chosen using purposive sampling technique, which amounted to 85 teachers..

This research uses quantitative approach with quantitative descriptive method because the data obtained from the research instrument that results in the numbers and data processing using statistics with the aim to test the hypothesis, and provide a description of research results. This research is used to know data about the effect of academic supervision, teacher participation in MGMP IPS, and training on IPS teacher competence in Sleman District.

In this research, there are four variables, namely independent variable (independent variable): academic supervision (X1), participation in MGMP (X2), and education- training (training/ X3) and dependent variable: teacher competence (Y) . Furthermore, to test the hypothesis using multiple regression analysis techniques. To describe and test the effect of independent variables and dependent variable in this study, it will be presented description of data from each variable based on the data obtained in the field.

1. Results
2. **Description of Result Teacher Competency Test**

Table 2. Description of Result Teacher Competency

|  |  |
| --- | --- |
| Category | Teacher Competency (Professional & Pedagogic) |
| KCM= ≥70 N = 85 Teachers | |
| Score Max | 92 |
| Score Min | 72 |
| Mean | 83.0353 |
| Median | 84 |
| Modus | 88 |
| Standard deviation | 4.58374 |

Based on table above can be explained again tha from 85 teachers obtained a maximum score of 92 and score minimum of 72, and the average is 83.0353. So, it can be concluded that 100% of teacher passed (get score KCM= ≥70)

Table 3. Contribution Effective and Relative

|  |  |  |  |
| --- | --- | --- | --- |
| No | Variable | Contribution | |
| Effective | Relative |
| 1 | Academic Supervison | 25.50% | 50,99 % |
| 2 | Participation in MGMP | 18,54% | 37,08 % |
| 3 | Training | 5,97% | 11,94% |
|  | Total | 50,01 % | 100% |
| Dependent variabel Professional Competency | | | |

Based on result of data analysis, it is concluded that academic supervision give contribution to professional competency of IPS teacher in Sleman regency as big as 25,50%. Furthermore, the contribution of participation in MGMP is 18.54%, and training contribution is 5.97% which means that the three variables donate 50,01% to teacher competency Furthermore, the above calculation results can be concluded that academic supervision gives greater effect on teacher competency than participation in MGMP IPS and Training.

1. **The Effect of Academic Supervision (X1) on Teacher Competency (Y)**

Academic Supervision is a program or business service or guidance in a professional manner as an aid in developing learning situations in a better direction in order to improve the quality of teacher work in the field of teaching, so this study was conducted to determine the effect of the implementation of supervision program on SMP IPS teacher competence in Sleman Regency.

In this study supervision focuses on teachers' perceptions of supervision performed by supervisors with class visits. Based on the results of simple calculations and categorization of Azwar (2003: 107) indicates that teachers who have readiness, implementation, and follow-up high academic supervision of 79 teachers or 94% of 85. In the medium category there are 6 teachers or 7.06% while for the low category does not exist. In addition, the contribution of academic supervision (X1) to teacher competence is 25.50%. Based on these results explain that the teacher has a good readiness to face supervision, both on planning, supervision, and follow-up post-supervision.

Result of hypothesis test show there is influence between academic supervision (X1) to teacher competence (Y). Estimation of the influence can be seen from the value of beta coefficient is 0.288. The result proves that the regression coefficient is positive. Thus it is stated that there is a positive and significant influence between the academic supervision on the competence of IPS SMP teachers in Sleman District, while the calculation of coefficient of determination shows the contribution of academic supervision participation (X1) to teacher competence (Y) is 25.50%.

With the influence of academic supervision on the competence of teachers is good enough, then if the quality of supervision can be increased will increase a large contribution also to the competence of teachers.

Partial test result of academic supervision variable shows positive effect and significance to teacher competency. Thus it states that academic supervision can be a step to increase the competency of teachers viewed from; 1) the planning aspect implemented by the teacher starting from the pre-supervision of teachers pre-supervision and learning device planning that can be said good, 2) on the implementation aspect, the teacher is also able to provide mastery of the material and the good classroom atmosphere in learning, 3) , the teacher is able to make improvements to the assessment given by the principal to him in order to improve the next lesson. The results of the calculation of coefficient of determination also shows the contribution of academic supervision (X1) to teacher competency (Y) of 25.50%.

1. E**ffect of teacher participation in MGMP (X2) on Teacher Competency (Y)**

Participation is a series of systematic and structured activities involving a person to take the initiative of both mind and energy in the decision-making process, program implementation, evaluating and benefiting from a program. Participation in the MGMP means the participation of teachers in a teacher organization which can be seen from the extent to which a person has been involved in both the mastered and the educational issues at his or her level.

In this study, participation in the MGMP explored three (3) aspects / indicators namely: activity in implementation, participation in decision making, and usefulness received by teachers during participation in the MGMP.

Partial test results of teacher participation variables in MGMP showed positive and significant results on teacher competency. This means that teachers 'active participation in MGMP activities is able to give a good effect on teachers' competency as seen from: 1) teacher activeness aspect which shows that teachers follow MGMP activities, such as workshop, material development, teaching materials, media, and evaluation of learning, 2 ) on decision-making aspects teachers also participate to take steps on every issue discussed in the MGMP, 3) and lastly on the aspect of usefulness, teachers give a good perception in their participation in the MGMP which is seen on the usefulness of the preparation of teaching materials and so on.

Thus it is stated that the participation of teachers in the MGMP really give a good effect in improving teacher competency. The calculation of the coefficient of determination also shows the contribution of the participation variable in MGMP (X2) to the teacher's competency (Y) of 18.54%.

1. **Effect of Training on Teacher Competency (Y)**

Training is a planned program that can help teachers in solving problems and improving the quality and career of teachers. In this study, the training tries to explore the aspects / indicators, namely: a) the relevance of teacher education, b) the intensity of training participation, c) the level of teacher understanding in absorbing the training materials, d) the effectiveness of the training and e) the usefulness of the training.

Result of hypothesis test show there is influence between training (X3) to teacher competence (Y). Estimation of the influence can be seen from the value of beta coefficient is 0.260. The result proves that the regression coefficient is positive. Thus it is stated that there is a positive and significant influence between the training on the competence of SMP IPS teachers in Sleman District, whereas the calculation of coefficient of determination shows the contribution of training (X3) to teacher competence (Y) is 5.97%.

Positive influence on the quality of teacher competence through the implementation of the training will be better if the teacher is able to always be active and take the time to understand the material in the training, so that the training can be effective and provide benefits for the teacher. If the teachers follow the training seriously and the implementation is effective, then the training will be able to be a real step in improving the competence of the teacher itself.

The results of partial test of the training variables showed a positive and significant effect on teacher competency. That is, the training is able to improve the competency of teachers by looking at aspects; 1) the relevance of education. The relevance of teacher education that is not all based on integrated IPS has no great effect on teacher competency, 2) intensity and level of training able to give effect to the ability of mastery of training materials, and 3) effectiveness and usefulness of the training gets a good perception for teachers to develop their competency.

Thus it is stated that the correct training has a positive and significant effect on teacher competency. The calculation of the coefficient of determination also shows the contribution of variabeldiklat (X3) to teacher competency (Y) of 5.97%.

1. **Effect X1, X2. X3 to Y Simultaneously (multiple regression results)**

Table 4. Results of Double Regression

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Model | Unstandardized Coefficients | T | Sig. | VIF |
| **Beta** |
| (*constant)* | 49.219 | 11.139 | .000 |
| Akademic Supervision (X1) | 0.288 | 5.875 | .000 | 1.029 |
| Participation in MGMP (X2) | 0.085 | 4.994 | .000 | 1.022 |
| Training (X3) | 0.260 | 2.836 | .006 | 1.007 |

It shows that in multiple terms X1, X2. X3 gives positive and significant effect to Y

Aacademic supervision (X1), participation in MGMP (X2), and Training (X3) simultaneously have a positive and significant inf4uence on the competency of IPS junior high school teachers in Sleman District. Other things indicate that academic supervision, teacher participation in MGMP, and training are able to contribute to the improvement of teacher competency with a large contribution of 50.01%, and 49.99% determined by other factors not examined. If the three variables are done better and maximum, then the competency of teachers will be more positive impact.

The low level of teacher competence (Y) is not merely the benchmark of academic supervision level, participation in MGMP, and good / effective training program. These three things become part / factor that can improve teacher competence. This can be likened to if the teacher is effective in the participation in the training, and the level of diligent / active in the MGMP, he will get a lot of knowledge and experience that can be used as capital in the implementation of supervision. With the effectiveness of the implementation of the training and activeness in the MGMP activities, did not rule out the teacher gets a lot of input in developing the competence, wealth of knowledge, and development of learning tools that will be used in supervision. So that the participation and experience in supervision can be a lesson to evaluate themselves related to teacher competence.

1. Limitations of Research

This research has been done and celebrated with care and meticulous. Nevertheless, this research also still have weakness that is: a) Questionnaire given to the respondent has not been able to fully disclose the accuracy of the answers. This is because there is a tendency of teachers to fill less serious and subjective. b) Research conducted only discuss two (c) competency namely professional and pedagogic competency. So it is advisable for further researchers to examine the wider competency of other teachers

1. Reseach Implication

The implication of this research is that if the academic supervision can be done better by the teacher in preparing the supervision, implementation, evaluation, and also the principal as supervisor able to effect teacher teaching behavior, the result of supervision will be optimal and have good effect on teacher competency. In other words, the better the teacher preparing supervision and observing the results of supervision evaluation, the better the teacher's competency can be seen from the ability of mastering the scientific material (professional) and the implementation of the classroom learning (pedagogic).

Through the participation of teachers in the MGMP, teachers are also able to foster motivation to improve their competency. If the intensity and often active teachers participate / engage in various MGMP activities, then the teacher's insight will be broader and affect the competency. The MGMP becomes a space for teachers to share information, devote all sorts of problems, and discuss methods, media and materials including learning tools. Teachers who actively participate in MGMP activities prove that teachers are committed to their profession. So that the competency of teachers will be better and increased.

As a step in developing teacher profession, if the training is done effectively, then the teacher is able to hone various knowledge owned, add a lot of material, and get new information more innovative for progress in next learning.

1. Suggestions

Based on the results of the research indicates that academic supervision, teacher participation in MGMP, and training shows a positive and significant effect. Therefore, teachers should engage more actively in order to increase competency. In addition, training providers are able to foster participation/ participation of teachers in the training both in the delivery of materials and in the use of time, so that the training can run better in supporting the improvement of teacher competency.

Through academic supervision, it is better for the Principal as a supervisor to be able to do good guidance with the teacher so that the teacher is able to make improvements on the evaluation result that has been given, so that academic supervision is not merely a momentary test, but can be a better step for teachers to improve the planning and implementation learning to improve their competency. In addition, MGMP administrators can also make the results of this study as a consideration in making decisions related to activities in the MGMP to further improve teacher competency. .

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