

## THE IMPACT OF PEDAGOGIC, PERSONALITY, PROFESSIONAL, AND SOCIAL COMPETENCE ON TEACHER PERFORMANCE: A QUANTITATIVE STUDY

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### ABSTRACT

**Submitted:** **Purpose of the study**—*This study aims to determine: How big is the influence of Pedagogic Competence, Personality Competence, Professional Competence and Social Competence on Teacher Performance at SMK Negeri 1 Cirebon, Cirebon City, either partially or simultaneously*  
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**Accepted:** **Research method**—*Design This study uses a quantitative approach. Quantitative approach, survey method, this type of research is causal associative research with data analysis technique using Multiple Linear Regression analysis*  
09-11, 2022

**Published:** **Result**—*The results of this study indicate: 1) There is a partial influence of pedagogic competence on teacher performance at SMK Negeri 1 Cirebon, Cirebon City. The magnitude of the positive influence of pedagogic competence on teacher performance is 17%. 2) There is a partial influence of personality competence on teacher performance at SMK Negeri 1 Cirebon, Cirebon City. The magnitude of the influence of Personality Competence on Teacher Performance is 43%. 3) There is a partial effect of professional competence on teacher performance at SMK Negeri 1 Cirebon, Cirebon City. The magnitude of the influence of Professional Competence on Teacher Performance is 62%. 4) There is a partial effect of social competence on teacher performance at SMK Negeri 1 Cirebon, Cirebon City. The magnitude of the influence The magnitude of the influence of Social Competence on Teacher Performance is 92.2%. 5) There is a simultaneous influence of Pedagogic Competence, Personality Competence, Professional Competence and Social Competence on Teacher Performance at SMK Negeri 1 Cirebon, Cirebon City. The magnitude of the influence of Pedagogic Competence, Personality Competence, Professional Competence, Social Competence simultaneously on Teacher Performance on Performance is 99.5%*  
09-30, 2022

**Conclusion**— the study aimed to determine the influence of Pedagogic Competence, Personality Competence, Professional Competence, and Social Competence on teacher performance at SMK Negeri 1 Cirebon, Cirebon City. The research was conducted at SMK Negeri 1 Cirebon, Cirebon City and surveyed a sample of 60 teachers out of a population of 105 teachers. The research design used a quantitative approach, survey

method, and causal associative research, with data analyzed using multiple linear regression analysis. The results of the study indicate that there is a partial influence of pedagogic competence, personality competence, professional competence, and social competence on teacher performance at SMK Negeri 1 Cirebon, Cirebon City. The magnitude of the influence of each competency on teacher performance is 17% for pedagogic competence, 43% for personality competence, 62% for professional competence, and 92.2% for social competence. Additionally, the study found that there is a simultaneous influence of all four competencies on teacher performance at SMK Negeri 1 Cirebon, Cirebon City, with a magnitude of 99.5%. This research shows that all four competencies play an important role in teacher performance and should be considered in teacher development and evaluation at SMK Negeri 1 Cirebon, Cirebon City.

**Keywords:** *Pedagogic Competence, Personality Competence, Professional Competence, Teacher Performance Social Competence.*



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## INTRODUCTION

Teachers are required to work by providing the best possible service to school users such as students, parents, and the community. One of the efforts to realize students who have the knowledge and skills is through high-performing teachers. In carrying out its role as a learning agent, teachers are required to be able to transfer knowledge in a quality manner through their competencies. Teachers who have high performance are expected to produce intelligent, critical, innovative, democratic, and moral children of the nation. Improving performance is very important, because it concerns the problem of teacher work which is one step in improving the quality of service to students. Suharsaputra (2018) says: "In essence teacher performance is the behavior produced by a teacher in carrying out his duties as an educator and teacher when teaching in front of the class, according to certain criteria". Teacher performance is an important target in human resource management, because it directly or indirectly affects teacher performance. (Burnalis, 2019).

The phenomenon that occurred at SMK Negeri 1 Cirebon Cirebon City, based on the results of the author's monitoring and interviews with several teachers in the pre-research survey, there was still weak teacher performance. The weak performance is indicated by: Lack of ability to carry out and utilize classroom action research (CAR). The teacher shows symptoms of absenteeism (often absent, arriving late, coming home early, entering class is still in the teacher's room, often giving assignments to students).

Teachers have not been able to guide students to the achievement stage at the district level, especially in the academic, skills, arts and sports fields. During the Pandemic, there were

no materials or assignments for Distance Learning (PJJ). Most of the teachers obtained the results of the Teacher Competency Test (UKG) in 2015 with an average score of 53.02 below the Minimum Competency Standards (SKM) target of 55. This shows the low quality of teacher competence (Source: Interview with pre-research Principal (January 2022)).

One of the things that should be considered is how to improve the quality of teachers by increasing their performance, because with increased performance, teachers will try to improve their professionalism and quality, thus it is hoped that educational success will be achieved. Teacher performance can be implemented in several ways, including the application of pedagogic competencies. According to Sarimaya (2017): "Teacher competence is a set of knowledge, skills, and behaviors that must be owned, internalized, mastered, and realized by teachers in carrying out their professional duties". Furthermore, Sarimaya (2017) states: "Pedagogic competence is an ability that must be possessed by teachers regarding the characteristics of students seen from various aspects such as physical, moral, social, cultural, emotional, and intellectual".

The importance of a teacher having pedagogic competence is that the teacher can develop the abilities of his students to the fullest because teachers who master several theories about education by understanding various educational theories can choose which one is best for helping the development of students. In addition, teachers are also expected to understand various learning models. With more and more learning models, it will be easier for him to teach children according to the situation of his students. Basically increasing teacher pedagogic competence will prevent learning activities from being monotonous, not liked by students and make students lose interest and absorption and concentration of learning.

The performance of a teacher can be illustrated from the competence he has. In other words, if the teacher has competence that is reliable and relevant to the demands of the work to be done, then the achievement of organizational goals will be achieved effectively and efficiently, which is manifested in the performance they carry out or in the roles and tasks of the organization they carry out. Apart from pedagogic competence, personality competence is also needed to improve performance. Personality is closely related to individual character, so this competency is a teacher's personal ability. If the teacher's personality is associated with social interaction, it is also closely related to attitude. For teachers, attitude influences the success of teaching and learning, because a good personality will give birth to a good attitude and will be beneficial in the learning process. Thus, attitude is an important part of social life, because human life is always in interaction with other people.

Sarimaya (2017) explains that: "Personality competence is a personal ability that reflects a solid, stable, mature, wise and authoritative personality, being a role model for students, and having noble character." The characteristics of the teacher's personality are the views of society and individuals towards the teaching profession, individuals, tendencies for the teaching profession, as well as the choice of profession that influences the professional success of the teacher and status in society. Thus the teacher's personality traits can influence the choice of profession, classroom management and interactive relationships with students. Teaching

effectiveness is determined by several factors, such as the environment, teacher personality, student personality, the methods used for education according to the personalities of the two actors (students and teachers) and others (Ici, 2014). In addition to pedagogical competence and personal competence, teacher performance can be enhanced by professional competence. Teachers who are able to behave and have high professionalism are needed in teaching and learning activities. Schools also need teachers who have an educational background in accordance with their profession. Teachers as the main pillar are expected to provide support for all school policies. Professional teachers can recognize the characteristics of their students, understand and master learning material, have the skills to develop learning models, choose the right strategies and models for learning. A professional teacher is a teacher who has the knowledge, attitude, ability to manage a lesson from planning to evaluation.

Professional competence is an ability related to mastery of learning material in a broad and in-depth field of study which includes mastery of the substance of the content of the subject matter curriculum in schools and the scientific substance that overshadows the curriculum material, as well as adding scientific insight as a teacher. (Sarimaya, 2017).

Professional teachers will ultimately be able to improve the quality of education and lead students to become the expected graduates. Professional teachers will also make a big contribution in improving the quality of education in a sustainable manner. Apart from coming from the government, efforts to improve the quality of education are of course expected to come from the teachers themselves. Good facilities and infrastructure, planning and the latest educational programs will not be achieved without the efforts of teachers to improve their professionalism.

The formation of a professional attitude is also determined by the teacher's ability to motivate himself and create an independent person. Teachers must have a strong will and strong attitude in overcoming various problems that arise, especially in overcoming problems in education. Work motivation and professionalism will create a strong and solid personality, will also encourage a teacher to act professionally.

In addition to pedagogical competence, personal competence and professional competence, another variable that can improve teacher performance is social competence. Sarimaya (2017) states that: "Social competence is the ability of teachers to communicate and interact effectively with students, fellow educators, educational staff, parents/guardians of students, and the surrounding community." The teacher's social competence is closely related to his ability to get along with students, educators, education staff and with the surrounding environment.

From pedagogic competence, teachers must be able to manage learning from starting to design pre-learning to the evaluation process. Professional competence requires teachers to have the ability to master broad and in-depth subject matter. Teacher personality competencies must have a mature personality, as well as be role models for their students and serve as role models for the surrounding community. While social competence is so that teachers are able to communicate and interact effectively with students, fellow educators,

education staff, parents/guardians of students, and the surrounding community. By having these four teacher competencies, it is expected that performance can increase.

The hypothesis is basically a temporary answer whose truth is still being tested. This is in line with the opinion of Komarudin (2018) which states that: A hypothesis is a sharp and careful conclusion or thought that is formulated and temporarily accepted to explain the facts, events or conditions considered and to guide further investigation or a temporary answer to a problem. Based on the opinion above, the hypothesis that can be put forward by the author is as follows: Thus the hypothesis can be interpreted as an opinion or finding that needs to be tested for truth. The hypothesis that can be put forward by the author is as follows:

H1 :  $H1 = 0$  It is suspected that there is a partial effect of pedagogical competence on the performance of teachers at SMK Negeri 1 Cirebon, Cirebon City.

H0 :  $H1 \neq 0$  It is suspected that there is no partial effect of pedagogic competence on teacher performance at SMK Negeri 1 Cirebon, Cirebon City.

H2 :  $H2 = 0$  It is suspected that there is a partial effect of personality competence on teacher performance at SMK Negeri 1 Cirebon, Cirebon City.

H0 :  $H2 \neq 0$  It is suspected that there is no partial effect of personality competence on teacher performance at SMK Negeri 1 Cirebon, Cirebon City.

H3 :  $H3 = 0$  It is suspected that there is a partial effect of professional competence on teacher performance at SMK Negeri 1 Cirebon, Cirebon City.

H0 :  $H3 \neq 0$  It is suspected that there is no partial effect of professional competence on teacher performance at SMK Negeri 1 Cirebon, Cirebon City.

H4 :  $H4 = 0$  It is suspected that there is a partial effect of social competence on the performance of teachers at SMK Negeri 1 Cirebon, Cirebon City.

H0 :  $H4 = 0$  It is suspected that there is no partial effect of social competency on teacher performance at SMK Negeri 1 Cirebon, Cirebon City.

H5 :  $H5 = 0$  It is suspected that there is a simultaneous influence of Pedagogic Competence, Personality Competence, Professional Competence on Teacher Performance at SMK Negeri 1 Cirebon, Cirebon City.

H0 :  $H5 = 0$  It is suspected that there is no simultaneous effect of Pedagogic Competence, Personality Competence, Professional Competence on Teacher Performance at SMK Negeri 1 Cirebon, Cirebon City

## **METHOD**

In This study uses a quantitative approach. The quantitative approach is one of the scientific inquiry efforts based on the philosophy of logical positivism which operates with strict rules regarding logic, truth, laws, and predictions (Arikunto: 2017). The survey method is used to solve actual large-scale issue problems with very large populations, so a large sample size is required. In survey research information was collected from respondents using a questionnaire. Generally, the notion of a survey is limited to the notion of a sample survey in which information is collected from a portion of the population (sample) to represent the entire

population (Singarimbun: 2016). There are 3 main characteristics in the Survey method: 1) Information data is collected from large groups of people with the aim of describing various aspects and characteristics such as: knowledge, attitudes, beliefs, abilities of the population, 2) Information data is obtained from submitting questions (written and can also be oral ) from the population, 3) Information data obtained from the sample not from the population. Singarimbun (2016). This type of research is a causal associative research using a quantitative approach. Causal associative research is research that aims to determine the effect of two or more variables (Umar, 2015).

The population in this study were 105 teachers at Vocational High School (SMK) Negeri 1 Cirebon, Cirebon City.

Because of the large number, the authors use the sample as part of the population. As stated by Sugiyono (2014) "The sample is part of the number and characteristics possessed by the population".

In this study, the authors determined the number of samples using the Slovin formula from Umar, Husein (2015), namely:

$$n = \frac{N}{1 + N(e)^2}$$

Information :

n = Sample Size

N = Population Size

e = Percentage of inaccuracy due to sampling error that can be tolerated or allowed (10%).

Furthermore, it can be calculated the size of the sample in this study, namely as follows:

$$n = \frac{N}{1 + N(e)^2}$$

$$n = \frac{147}{1 + 147(0,1)^2}$$

$$= \frac{147}{1 + 1.47}$$

$$= \frac{147}{2,47} = 59,51 = \text{specified } 60$$

The technique used in sampling in this study is by means of proportionate stratified random sampling. According to Sugiyono (2014) states that "Proportionate stratified random sampling is a technique used when the population has members/elements that are not homogeneous and proportionally stratified".

## RESULTS AND DISCUSSION

To determine the magnitude of the influence of Pedagogic Competence (X1) individually (partially) on Teacher Performance (Y) it can be seen from the t value in the Coefficients table below with the testing criteria if the significance level is less than 0.05, then the hypothesis is accepted. The results of testing the hypothesis as follows:

Coefficients <sup>a</sup>				
Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.



		B	Std. Error	Beta		
1	(Constant)	,717	,744		,963	,340
	Pedagogic Competence	,017	,008	,022	2,093	,041
	Personality Competence	,043	,018	,027	2,341	,023
	Professional Competence	,062	,018	,059	3,474	,001
	Social Competence	,922	,018	,923	52,159	,000

a. Dependent Variable: Teacher Performance

### 1) The Effect of Pedagogic Competence (X1) on Teacher Performance (Y)

Partial testing of the effect of Pedagogic Competence on Teacher Performance shows that the Pedagogic Competency variable can predict Teacher Performance. A significance value of  $0.041 < 0.05$  means that the distribution is significant, while  $t_{count} 2.093 > t_{table} 2.002$  means it is significant. Then "There is a partial effect of pedagogical competence on Teacher Performance at SMK Negeri 1 Cirebon, Cirebon City". The magnitude of the positive influence of pedagogic competence on teacher performance is 17%.

Suharsaputra (2018) says: "In essence teacher performance is the behavior produced by a teacher in carrying out his duties as an educator and teacher when teaching in front of the class, according to certain criteria". Performance is the result achieved by a person with all his efforts regarding all kinds of tasks and obligations that must be carried out in achieving the goals expected by his organization. The teacher has a very important role in determining the quantity and quality of teaching he does. Because the teacher has a very important role in determining the quantity and quality of teaching that is carried out, through pedagogical competence the teacher must understand students, design, implement and evaluate learning appropriately, through personality competence which is manifested in a steady and stable attitude, mature, authoritative and having noble character, through professional competence demonstrated by mastering the science of the field of study, as well as through social competence through communication and getting along well.

According to Sarimaya (2017): "Teacher competence is a set of knowledge, skills, and behaviors that must be owned, internalized, mastered, and realized by teachers in carrying out their professional duties".

According to Simamora (2017) Factors that influence the performance of internal factors (dispositional), namely: "Factors associated with a person's traits. For example, someone's performance is good because they have high abilities and someone is a hard worker, while someone has bad performance because that person has efforts to improve his abilities.

From the opinions of experts described in theory and supported by previous research, it is clear that pedagogical competence influences teacher performance.

The Pedagogic Competence of Vocational High School (SMK) Negeri 1 Cirebon, Cirebon City teachers which is already good according to respondents' perceptions is obtained from the highest questionnaire number, namely item number 8 indicator. Giving practice after each

explanation of the lesson, which shows that not all teachers discuss the questions that have been worked on students together.

While the weakness of the Pedagogic Competence of Cirebon 1 Public Vocational High School (SMK) Teachers, Cirebon City is indicated by the questionnaire item number 7 indicators Creating an interesting learning atmosphere, which shows: not all teachers are able to convey learning with interesting techniques.

## **2) The Effect of Personality Competence on Teacher Performance**

Partial testing of the influence of the Personality Competency variable on Performance shows that Personality Competence can predict performance positively. A significance value of  $0.023 < 0.05$  means significant, while  $t_{count} 2.341 > t_{table} 2.002$  means significant. Thus accepting the hypothesis: "There is a partial influence of personality competence on teacher performance at SMK Negeri 1 Cirebon, Cirebon City." The magnitude of the influence of Personality Competence on Teacher Performance is 43%.

Referring to the research hypothesis which reveals that "There is a partial influence of personality competence on teacher performance", which means that improving teacher performance can be done with personality competence. Personality is closely related to individual character, so this competency is a teacher's personal ability. If the teacher's personality is associated with social interaction, it is also closely related to attitude. Sarimaya (2017) explains that: "Personality competence is a personal ability that reflects a solid, stable, mature, wise and authoritative personality, being a role model for students, and having noble character."

From the opinions of experts described in theory and supported by previous research, it is clear that personality competence influences teacher performance. The Personality Competence of the Cirebon 1 Public Vocational High School (SMK) Teacher, Cirebon City which is already good from the respondents' answers is indicated by the highest score in questionnaire number 1. others. While the weakness of the Personality Competence of Teachers at Vocational High School (SMK) Negeri 1 Cirebon, Cirebon City is shown in item number 5 the indicator of being respected by fellow teachers, which shows that not all teachers show respect for other teachers.

## **3) The Effect of Professional Competence on Teacher Performance**

Partial testing of the effect of Professional Competence on teacher performance shows that Professional Competence can predict teacher performance. A significance value of  $0.001 < 0.05$  means significant, while  $t_{count} 3.474 > t_{table} 2.002$  means significant. Thus it is known that the previously formulated hypothesis which states "There is a partial effect of professional competence on Teacher Performance at SMK Negeri 1 Cirebon, Cirebon City" is proven. Or in other words Professional Competence can predict an increase in Teacher Performance. The magnitude of the influence of Professional Competence on Teacher Performance is 62%.

Referring to the research hypothesis which reveals that "There is a partial influence of professional competence on teacher performance", which means that improving teacher



performance can be done with professional competence. Professional competence is an ability related to mastery of learning material in a broad and in-depth field of study which includes mastery of the substance of the content of the subject matter curriculum in schools and the scientific substance that overshadows the curriculum material, as well as adding scientific insight as a teacher. (Sarimaya, 2017).

The Professional Competence of Vocational High School Teachers (SMK) Negeri 1 Cirebon, Cirebon City which is already good according to respondents' perceptions is obtained from the highest questionnaire number, namely item number 1 indicator of Mastery of subject matter, which shows that not all teachers have mastered the subject matter so that each student's question can be answered with clear. While the weakness of the Professional Competence of Teachers at Vocational High School (SMK) Negeri 1 Cirebon, Cirebon City is indicated by the questionnaire item number 9 indicator of assessing school functions, which shows that not all teachers always study the function of schools as centers of education and culture.

#### **4) The Effect of Social Competence on Teacher Performance**

Partial testing of the effect of Social Competence on teacher performance shows that Social Competence can predict teacher performance. A significance value of  $0.000 < 0.05$  means significant, while  $t_{count} 52.159 > t_{table} 2.002$  means significant. Thus it is known that the previously formulated hypothesis which states "There is a partial effect of social competence on teacher performance at SMK Negeri 1 Cirebon, Cirebon City" is proven. Or in other words Social Competence can predict an increase in Teacher Performance. The magnitude of the influence of Social Competence on Teacher Performance is 92.2%. Referring to the research hypothesis which reveals that "There is a partial effect of social competence on Teacher Performance at SMK Negeri 1 Cirebon, Cirebon City", which means that to improve Teacher Performance can be done with social competence.

Teacher social competence means an ability or skill that is manifested in the form of knowledge, skills, and behavior that is owned and controlled by the teacher, especially in terms of communicating, both with students, fellow teachers and all personnel involved in the school environment and with the community around the environment. school. Sarimaya (2017) states that: "Social competence is the ability of teachers to communicate and interact effectively with students, fellow educators, educational staff, parents/guardians of students, and the surrounding community."

According to the respondents' perception, the Professional Competence of Vocational High School (SMK) Negeri 1 Cirebon Teachers is obtained from the highest questionnaire number, namely item number 7 indicator Wearing appropriate clothing, which shows that not all teachers have worn appropriate clothing to wear to school. While the weakness of the Professional Competence of Teachers at Vocational High School (SMK) Negeri 1 Cirebon, Cirebon City is indicated by the questionnaire item number 10 indicator Wearing official clothes according to the provisions, which shows that not all teachers wear official clothes according to the provisions even though the clothes are appropriate to wear to school.

### Coefficient of Determination

The results of the calculation of the coefficient of determination are obtained as in the table below:

Table 3

**Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	,998 <sup>a</sup>	,995	,995	,42775	1,861

a. Predictors: (Constant), Social Competence, Pedgogic Competence, Personality Competence, Professional Competence

b. Dependent Variable: KINERJA GURU

From the table above it can be seen that Adjusted R Square is 0.995, this means that 99.5% of teacher performance is influenced by Pedagogic Competence, Personality Competence, Professional Competence and Social Competence while the remaining 0.5% is influenced by other factors.

### CONCLUSION

- 1) Based on the results of the analysis and discussion previously stated, the following conclusions can be drawn:
- 2) There is a partial effect of pedagogical competence on teacher performance at SMK Negeri 1 Cirebon, Cirebon City. The magnitude of the positive influence of pedagogic competence on teacher performance is 17%.
- 3) There is a partial effect of personality competence on teacher performance at SMK Negeri 1 Cirebon, Cirebon City. The magnitude of the influence of Personality Competence on Teacher Performance is 43%.
- 4) There is a partial effect of professional competence on teacher performance at SMK Negeri 1 Cirebon, Cirebon City. The magnitude of the influence of Professional Competence on Teacher Performance is 62%.
- 5) There is a partial effect of social competence on teacher performance at SMK Negeri 1 Cirebon, Cirebon City. The magnitude of the influence The magnitude of the influence of Social Competence on Teacher Performance is 92.2%.
- 6) 6) There is an influence of Pedagogic Competence, Personal Competence, Professional Competence and Social Competence simultaneously on Teacher Performance at SMK Negeri 1 Cirebon, Cirebon City. The influence of Pedagogic Competence, Personal Competence, Professional Competence, Social Competence simultaneously on Teacher Performance is 99.5%.

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