



The Analysis of Policy Directions of Geography Teacher's Professional Competence in Mastering Natural Disaster Adaptation and Mitigation Materials in State Senior High Schools in Lubuk Linggau City

Desy Novita Sari

Graduate of Geography Education Master Program,
Faculty of Social Sciences, Padang State University, INDONESIA
Email: desinovita145@gmail.com

Abstract

This research was based on the result of researcher's observation in state senior high schools in Lubuk Linggau City which found that Geography teachers' professional competence was low. The purpose of this research was to obtain policy directions of Geography teacher's professional competence in mastering natural disaster adaptation and mitigation materials in state senior high schools in Lubuk Linggau City regarding: (1) Geography Teacher's professional competence, (2) Problems faced by Geography Teacher, and (3) Efforts to improve Geography teacher's professional competence. This research was a descriptive mixed method research. The sampling technique used was purposive sample, a way to take a sample based on certain consideration. Population of the research was 14 Geography teachers who were teaching in state senior high schools in Lubuk Linggau City. Instruments used were interviews (on teachers, schools principals, education authorities of Lubuk Linggau City), questionnaire and observation sheet. The questionnaire used Likert's five scale and it was considered to be valid and reliable based on the data from the pilot test of the questionnaire which was analyzed by SPSS version 16. To analyze the data, the researcher calculated the mean value of item response. The result of the study showed that the policy directions of Geography teacher's professional competence in mastering natural disaster adaptation and mitigation in state senior high schools in Lubuk Linggau City were (1) Geography teacher's mastery of Syllabus, Lesson Plan, and teaching material, (2) Reactivating MGMP (the forum of subject teachers) activity especially for Geography teachers in Lubuk Linggau City, (3) Improving Geography teacher's motivation through science and technology training program, (4) Supplying enough facilities to support teaching and learning process, and (5) Improving the professional competence of Geography teachers through coaching by supervisors and principals. The result of this research suggested five policy direction priorities. These priorities could be suggested to head of the education office and other related parties in order to improve Geography teacher's professional competence in state senior high schools in Lubuk Linggau City.

Keywords: Policy Direction, Professional Competence, Mastery of Teaching Materials

Introduction

According to Government Regulation Number 74 year 2008 Article 2 and 3 Paragraph (2), professional competence is teacher's ability in mastering the knowledge of science, technology, and/or art and culture that she/he teach, at least, including: a broad and deep understanding of the subject matter in accordance with the content standards of educational unit program, subjects, and/or a group of subjects to be taught, concepts and methods of disciplines of science, technology, or relevant art which conceptually cope or relate to educational unit program, subjects, and /or a group of subjects to be taught. More about professional competence could be seen in teacher competency test, one of government regulation, which is held every year. Permendikbud (The Regulation of Ministry of Education and Culture) number 57 year 2012 Article 1 "Teacher Competency test (hereinafter called UKG) is a test of the mastery of professional and pedagogic competence in the cognitive domain as the basis for the establishment of sustainable professional



development activities and a part of teacher performance evaluation". The 2015 score standard is at least 55 and must be increased annually to reach 80 points 2018/2019. Meanwhile, regarding UKG question items, subject teachers in Junior High School (SMP), Senior High School (SMA), and Vocational High School (SMK) will be asked the questions related to the subject they teach. However, the result of UKG which was conducted nationally and followed by 18 geography teachers in the effort of teacher mapping in Lubuk Linggau. Competence of geography teachers at SMAN in Lubuk Linggau City year 2015 is very low. UKG score mean of Geography for senior high schools (SMA) is 52,8. The highest score is 73 and the lowest is 32 (Education Office of Lubuk Linggau 2015). Moreover, UKG was conducted online and many teachers were not used to online test. Some teachers had to learn first how to operate it, some of them were helped by the staff to make the identity, and long questions did not help teachers to answer all the questions in time.

Based on the problem above, it is important for teachers to have a skill in managing teaching-learning process in the classroom. This skill enables teachers to create a meaningful learning atmosphere. It can be obtained through training program held by competent educational institution and advanced training after graduating from an educational institute for education. The skill is a basic or standard skill that should be possessed by any individuals who work as teacher. The mastery of this basic skill can distinguish between unprofessional and professional teachers. Therefore, based on the result of observation (preliminary study), the researcher needed to conduct further research to investigate how the state of teacher in the learning process.

Method

This research was a descriptive mixed method research. According to Sugiyono (2012), mixed method research is a research method which follows the philosophy of pragmatism (the combination of positivism and post-positivism) used to study the state of scientific or artificial objects. In this method, the researcher was also part of research instrument and used the instruments to examine the object. Qualitative method was used to describe the problems and efforts in improving professional competence of Geography teachers while quantitative method was used to analyze the policy directions of Geography teachers' professional competence in mastering natural disaster adaptation and mitigation materials in senior high schools in Lubuk Linggau City. The researcher employed purposive sampling as a technique to choose the sample of the research by considering certain condition. The sample should be permanent Geography teachers who teach in senior high schools in Lubuk Linggau City. The participants of this research were: (1) Head of the Education Office of Lubuk Linggau, (2) Head of Employment in Education Office of Lubuk Linggau (3) School Supervisors for Geography Subject, (4) Principals of State Senior High Schools in Lubuk Linggau City, (5) geography Teachers (14 teachers). The instruments used in this research were interviews on Teachers, Principals and Education Authorities, Teacher's Questionnaire, and Observation sheet. The techniques of data collection were interview, questionnaire, direct observation and documentation. The data was analyzed qualitatively through data reduction and quantitatively through the calculation and Mean value and Analytic Hierarchy Process.

Results and Discussion

This research aimed to investigate the factors responsible for low professional competence of geography teachers, obstacles faced by geography teachers in improving professional competence, the efforts made by education authorities of Lubuk Linggau City in improving professional competence of Geography teachers, and the policy directions for educators and related parties in the development of professional competence.



The Factors Responsible for Low Professional Competence of Geography Teachers

Teachers' understanding about teacher's competence was described in UKG result. From UKG, it was found that teachers' competence average score had not achieved the expected standard score. With minimum standard score 55, 2015 UKG data revealed that there were 6 teachers passed the test. More information needed to be investigated related to the low competence of geography teachers in Lubuk Linggau City. So, the researcher conducted an interview with principals, geography teachers, education authorities of Lubuk Linggau and did an observation on Geography teachers regarding professional competence: (1) incompatibility between teacher's background of education and the subject they teach in the school, (2) conducting Classroom Action Research (CAR) (3) Mastering computer technology, (4) training and coaching in improving teacher's knowledge of science and technology (5) Problems in implementing the policy of professional competency development.

Based on the information from the interview, it was revealed that geography teachers had low competence, which is in line with the result from UKG, and they have lack of ability in using computer. This problem was caused by several factors. First, age factor decreased teacher's interest to learn more and personal matters. In this case there was essential need to make a policy to improve the quality of Geography teachers, for example self-development training conducted in Lubuk Linggau City. Then, principals and school supervisors need to do academic supervision on a regular and continuous basis which aims to motivate the teachers to improve their professional competence and is used as a reference for teachers in doing classroom action research. Moreover, they also need to provide ongoing training and coaching to teachers about the use of technology and media in learning.

The following figure is the summary of data from the observation on the sample. The figure shows that Respondent 1, 3, and 4 are categorized as 'good'. Respondent 2,4,5,6,8,10,11,13,14 are categorized as fair, dan and poor category was gained by Respondent 9 and 12. The highest mean score (3.8) of geography teacher professional competence was obtained by Respondent 7 (3.8). This means respondent 7 has good ability in mastering the concept and materials of the subject s/he teach, has competency standard and basic competence (SK-KD), designs creative lesson, continuously improves her/his professionalism, and utilizes information and communication technology for self-development. The lowest score was gotten by Respondent 12 with mean score 2.2 (poor). It means that the majority of indicators were not done maximally. Some teachers had lack of knowledge or understanding about concept and materials of the subject, lack of understanding of subject's SK-KD, rarely reflected on his/her teaching performance, dan used traditional method such as monotonous teaching/learning, relied on the whiteboard as teaching-learning media, and most of the times the teacher used lecturing method. Those problems were found when the researcher conducted the observation and lead to students' difficulty in understanding the materials. Here is the chart of the data from observation on Geography teachers in Lubuk Linggau City:

Obstacles faced by Geography Teachers in Improving Professional Competence

Teacher's lacks and weaknesses could be originated from the teachers themselves, students, and others matters which are indispensable from teaching-learning process. They are obstacles in teaching-learning process faced by Geography teachers that hinder the achievement of learning objectives. These are some problems or obstacles mentioned by Geography teachers in this research concerning their professional competence improvement:

Teacher's Workload (24 hours teaching workload)

The data from observation sheet revealed that mean score for teacher's workload was 3.1 or considered to be quite good. The highest item response mean score of indicator "Teacher's workload" was 3.2 related to efficient and effective lesson delivery and learning evaluation implementation. Meanwhile, the



lowest mean score was 2.9 for item “the implementation of learning is in accordance with the planned time allocation and efficiency”

Educational facilities and Infrastructure

The second problem is related to educational facilities and infrastructure in school. Mean score of indicator “Educational Facilities and Infrastructure” was 3 which means that the procurement of educational facilities and infrastructures in Lubuk Linggau senior high schools was quite good. The highest item mean score was 3.3 for the utilization of facilities and infrastructure in school and the lowest score was 2,8 for item school facilities and infrastructue maintainance.

Curriculum Socialization

The next problem is related to curriculum socialization. Mean score for indicator “curriculum socialization” was 3.5 which meantthat curriculum socialization in senior high schools in Lubuk Linggau was quite good. The highest mean score was 4 for item item “perceptions of supervisors and teachers on the implications of the 2013 curriculum”.Then, the lowest mean score (3.4) was obtained by item “curriculum socialization and training for teachers” and item “curriculum 2013 socialization and training improves Geography teacher’s understanding”

School Attention

Next problem faced by Geography teachers in this research is related to school attention. From the observation sheet, the data showed that mean score for indicator “school attention” was 3.3 which means quite good. The highest item response mean score was 3.6 for item “motivation given by school to Geography teachers in learning” and “facilities and infrastructure provided by school to support teaching-learning process”. Meanwhile, Item “school provides opportunity for teachers to attend training and coaching for developing geography teaching competence” was scored the lowest (2.8).

The Efforts Made by Education Authorities of Lubuk Linggau City in Improving Professional Competence of Geography Teachers

Effort to Improve Professional Competence Independently through Curriculum Mastery

The first inependent effort to increase professional competence is through mastering the curriculum. Mean score for this indicator was 3.8. This meant that teacher’s curriculum mastery was good. highest mean score (4) was earned by item “teacher’s effort to understand basic competency” and the lowest score was 3.7 earned by item “teacher’s effort to understand the structure of 2013 senior high school curriculum.

Effort to Improve Professional Competence Independently trough Mastery of Syllabus and Lesson Plan

The next effort is through mastering the syllabus and lesson plan. The mean score for this indicator was 4 which also meant good. The highest item response mean score was 4.1 for the statement “teacher’s effort in using the syllabus and lesson plan in the class”. While the statements “ teacher’s effort in mastering the syllabus and lesson plan”, “teacher’s effort to analyze materials in the syllabus”, “teacher’s effort to design the lesson plan”, and “teacher’s effort in designing the lesson plan” were scored 4.

Effort to Improve Professional Competence Independently by attending Seminar

The third effort to improve teacher’s professional competence is by attending related seminar. The score for this indicator was 4.1 which meant that the teachers in this research was attending the seminar for improving their professional competence. The highest mean score for the item of this indicator was 4.4. this score was earned by item “teacher attends the seminar at his/her own expense” and the lowest mean score was 3.9 for the statement “teachers only want to attend seminars if facilitated by school or education office”.



Effort to Improve Professional Competence independently through Continuing Education

The fourth effort to improve professional competence is continuing teacher's education. This indicator was scored 3. In other words, the respondents considered that advanced education is good to help teachers improving their professional competence. The highest item response mean score was 3.3 which earned by item "Education Office grants teachers permission to continue their education". While the lowest score (2.8) was given to the statement "Geography teachers try to continue their education by their own"

Effort to Improve Professional Competence through Supervisory Coaching

Mean score for this indicator was 3.5 which meant that the respondents agreed that supervisory coaching was good for improving teachers professional competence. Supervisory coaching can be "supervisor's school and classroom visits to supervise Geography teachers" which got higher score (3.7). The lowest mean score (3.4) was obtained by item "supervisor contribute in improving teacher's ability in learning process"

Effort to Improve Professional Competence through Principal's Coaching

The next effort is through principal's coaching. This indicator got mean score 3.5. this meant that principal's coaching was considered to be good. The highest item response mean score was 3.7 for the statement "the principal evaluates educational process and outcomes for the basis of education and teacher quality development". The lowest item response mean score was 3.1 for the statement "principals supervise the educational process in Geography classrooms".

Effort to Improve Professional Competence through Teacher Performance Appraisal (TPA)

The third effort to improve professional competence through coaching is Teacher Performance Appraisal (TPA). The mean score for this indicator was 4 which meant TPA in senior high schools in Lubuk Linggau was well conducted. The highest item response mean score was 4.2 for statement "The geography teacher does a good evaluation or assessment on the lesson". while the lowest item response score was 3.9 for item "The Geography teacher mastered the subject materials they teach".

Effort to Improve Professional Competence through Work Performance Appraisal

Effort to improve professional competence through work performance appraisal was scored 3.9. The score indicated that the evaluation on teacher's work performance in senior high school in Lubuk Linggau was good. The highest mean score (4) item responses was for the statements "the evaluation on teacher's work discipline is based on superior (principal) instruction", "obedience of attendance time", and "the appraisal on taking the initiative to work without waiting for orders from superiors". While the items with the lowest score (3.9) are related to the evaluation of teacher's performance quality such as work accuracy, job skills, work precision, work orderliness and cooperation in socialization and adaptation, and helping other teachers.

Effort to Improve Professional Competence through MGMP (Teacher's Conference)

The next effort is participating in Teacher's Conference in order to improve professional competence, in this case Geography teacher competence. The mean score for this indicator was 3.5 which meant Teacher's Conference was considered to be a good alternative to improve professional competence of Geography teacher. The highest subindicator score was 3.8. The items were "through Teacher's Conference, teachers help each other to obtain technical education information such as science, curriculum activities, methods which are appropriate to Geography learning and through Teacher's Conference teachers try to find alternative solution which is convenient with the characteristic of the teacher, school condition and environment. The lowest mean score was 3.3 for items "through Teacher's Conference teacher discusses the problems they faced everyday in the classroom, through Teacher's Conference (MGMP) Geography teachers motivate each



other to improve their ability and skills in teaching-learning activity and through Teacher's Conference teachers share exchange information and experience they have from workshops and seminars.

Effort to Improve Professional Competence through Taining (Diklat)

Last but not the least, the next effort to improve teacher's professional competence is by attending training or diklat (indonesian term for educational training). This indicator was scored 3.8. This meant that this effort is one of a good technique to improve teacher's professional competence. The highest score (4) was gained by items "Geography teachers are given a chance to attend the training (Diklat) about Geography teaching and learning. The lowest score was 3.8 and was gained by the statements "Geography teacher is improving his/her technical competence, managerial competence, leadership and Geographt teacher is improving efficient, effective learning activities and improving the quality of teacher's activities.

The Policy Direction of Teachers and oher related parties in improving professional competence

The decision in choosing the priority of policy direction in improving Geograpy teacher professional competence was based on the value (eigain value) of each policy alternatives. Based on the result of the research, there are 5 priorities which are scored the highest. The following policy is top five scored priority that are going to be made into policy priority:

- a. Teacher's mastery of Geography Syllabus, Lesson Plan, teaching materials (0.835)
- b. Reactivating Teacher's Conference (MGMP) especially for Geograpy teachers in Lubuk Linggau City (0.832)
- c. Improving Geography teacher's motivation to learn science and technology (0.816)
- d. Supplying facilities and infrastructure that support teaching-learning process (0.813)
- e. Improving Geography teacher's professional competence through supervisory and principal coaching (0.813)

Conclusion

The result from all interviews and observations conducted on Geography teachers, Principal, and the relevant authorities in Lubuk Linggau City revealed that the efforts to improve professional competence of Geography or other subject teachers has been well conducted. However, it was lack of self-motivation that make the teachers did not improve their quality as teacher and the lack of school facilities and infrastructure as the excuses. Through the programs held by authorized party that decided the policy related to professional competence improvement, teacher should have their own desire to continuously improve their quality as an educator. The result of the research about the problem faced by Geography teachers revealed that the problems are related to teacher's workload, school facilities and infrastructure, curriculum socialization, and school attention and they should be fixed through improving self-competence. In other words, improving teachers professional competence is an important factor in education because it will also improve teaching-learning process. In developing teacher's professional competence, a teacher needs to improve a special competence that especially enable them to face the problems found in the classroom and teacher also needs to do inovation in teaching and learning. The data also showed that generally, the effort to improve professional competence of Geograpy teacher had been well implemented. However, there found weaknesses and deficiency in every effort done for example teacher's lack of motivation to continue his/her education, lack of attention on coaching and training done by supervisors and principals, and Teacher's Conference (MGMP) had not been effectively implemented especially Teacher's Conference for Geograpy teachers. The efforts would be effectively done if a professional teacher with high competency and strong commitment was willing to give optimal contribution to the school or students in the learning process,



whether it is in form of knowledge, skills, value and attitude, and vice versa. The highest scored priority are made into policy priority of Geography teacher's professional competence development at senior high schools in Lubuk Linggau City. The policy priorities are: (1) Teacher's mastery of Geography Syllabus, Lesson Plan, teaching materials (0.835); (2) Reactivating Teacher's Conference (MGMP) especially for Geograhy teachers in Lubuk Linggau City (0.832); (3) Improving Geography teacher's motivation to learn science and technology (0.816); (4) Supplying facilities and infrstructure that support teaching-learning process (0.813); (5) Improving Geography teacher's professional competence through supervisory and principal coaching (0.813)

Reference

- Abuddin, Nata. (2010). Ilmu Pendidikan Islam Jakarta: Kencana
- Agustina. (2015). Persepsi Warga Sekolah terhadap Kompetensi Pedagogik dan Kompetensi Profesional Guru IPS Di SMPN Kota Padang. Konsentrasi Pendidikan Geografi Program Studi Pendidikan Ilmu Pengetahuan Sosial Program Pascasarjana Universitas Negeri Padang.
- Alamuddin. (2015). Analisis Kompetensi Profesional Guru Sosiologi dalam Proses Pembelajaran di SMA Negeri Batusangkar. Konsentrasi Sosiologi/Antropologi Program Studi Ilmu Pengetahuan Sosial. Univrsitas Negeri Padang
- Aminah, Khairuddin, M. Husen. (2012). Pembinaan Kompetensi Profesional Guru Oleh Kepala Sekolah pada SMP Negeri 2 Kota Sigli. Fakultas Ilmu Pendidikan Universitas Syiah Kuala Banda Aceh
- Amril. (2008). (<http://amrilmpunj.blogspot.com/2008/09/pengertian-profesi.html>). 23/05/2017. 10.00 WIB
- Asmarani Nur'aeni. (2014). Peningkatan Kompetensi Profesional Guru di Sekolah Dasar. Jurusan Administrasi Pendidikan FIP UNP
- Dahlan. (2008). Penyelenggaraan Proses Pembelajaran Sebagai Ibadah dan Motif yang Melatar-belakanginya. Disertasi. Padang. Universitas Negeri Padang.
- Danim, Sudarwan. (2002). Inovasi Pendidikan dalam Upaya Peningkatan Profesionalisme Tenaga Kependidikan. Bandung: Pustaka Setia.
- _____ .(2011). Profesi Kependidikan. Bandung. Alfabeta.
- Dinas Pendidikan. (2015). Data Uji Kompetensi Guru. Kota Lubuk Linggau. Diknas
- Direktorat Tenaga Kependidikan Depdiknas. (2004). Standar Kompetensi Guru. Jakarta: Depdiknas
- Eka Riandhana, Taufiq. (2016). Pengaruh Kompetensi Pedagogik dan Kompetensi Profesional Guru terhadap Pembelajaran IPS di SMP Negeri Kota Palu. Mahasiswa Program Studi Magister Pendidikan Ilmu Pengetahuan Sosial Pascasarjana Universitas Tadulako
- Gorky, Sembiring. M. (2008). Mengungkap Rahasia dan Tips Manjur Menjadi Guru sejati. Penerbit Galang Press Yogyakarta
- Halim Yustiyawan Rachman, Nurhikmahyanti Desi. (2014). Pengaruh Motivasi dan Kompetensi Profesional Guru yang Bersertifikasi terhadap Kinerja Guru di SMP Negeri 1 Surabaya. Manajemen Pendidikan, Fakultas Ilmu Pendidikan, Universitas Negeri Surabaya.
- Hamalik, Oemar. (2008). Pendidikan Guru Berdasarkan Pendekatan Kompetensi. Jakarta: Bumi Aksara.
- Hamdani. (2011). Dasar-Dasar Kependidikan. Penerbit Pustaka Setia. Bandung
- Hamzah B. Uno. (2007). Teori Motivasi dan Pengukurannya Analisis di Bidang Pendidikan. Bumi Aksara, Jakarta
- Handayani Tri, Utama. (2013). Kompetensi Profesional Guru Bersertifikat Pendidik di SMP Negeri 4 Tulakan Kabupaten Pacitan. Program Studi Magister Manajemen Pendidikan Program Pascasarjana. Universitas Muhammadiyah Surakarta
- Hari Sudrajat. (2004). Manajemen Peningkatan Mutu Berbasis Sekolah. (Bandung: Cipta Cekas Grafika



- Hasibuan, M.S.P. (2005). *Organisasi dan Motivasi: Dasar Peningkatan Produktivitas*. Jakarta. Bumi aksara.
- Hayati, Nur. (2015). *Analisis Kompetensi Profesional Guru Geografi SMA Negeri dan Swasta Kabupaten Pringsewu*. Program Studi Pendidikan Geografi Jurusan Pendidikan Ilmu Pengetahuan Sosial Fakultas Keguruan dan Ilmu Pendidikan Universitas Lampung
- Hendripides, Rina Selva Johan. (2015). *Analisis Tentang Kompetensi Profesional dan Pedagogik Guru dalam Merancang Perangkat Pembelajaran Mata Pelajaran IPS SMP dan MTS di Kota Dumai*. Program Studi Pendidikan Ekonomi Universitas Riau
- IriantoYoyon Bakhtiar. (2012). *Kebijakan Pembaruan Pendidikan Konsep, Teori, dan Model*. Penerbit PT. Rajawali Pres Jakarta
- Kartini, Titin. (2011). *Faktor-Faktor yang Mempengaruhi Kompetensi Profesional Guru di SMK Negeri Losarang Kabupaten Indramayu*. Fakultas Ilmu Sosial dan Politik Program Pascasarjana Kehubungan Administrasi dan Kebijakan Pendidikan. Jakarta
- Kunandar. (2011). *Guru Profesional Implementasi Kurikulum Tingkat Satuan Pendidikan (KTSP) dan Sukses dalam Sertifikasi guru*. Penerbit PT. Rajawali Pers Jakarta
- Kunandar. 2011. *Langkah Mudah Penelitian Tindakan Kelas sebagai Pengembangan Profesi Guru*. PT. Rajagrafindo Persada. Jakarta
- Latifah Kurnia P Nurul, Heri Tahir. (2015). *Kompetensi Profesional Guru dalam Menyiapkan Konsep Materi Ajar PKN pada SMP Negeri 30 Makassar*. Jurusan PPKN FIS Universitas Negeri Makassar
- Lerry. (2011). *Implikasi Kompetensi Profesional Guru dan Etos Kerja Guru Ilmu Pengetahuan Sosial Di SMA Negeri 7 Pekanbaru*. Program Studi Pendidikan Ilmu Pengetahuan Sosial. Universitas Negeri Padang
- Mulyasa, E. (2003). *Menjadi Guru Profesional Menciptakan Pembelajaran Kreatif dan Menyenangkan*. Bandung. Remaja Rosdakarya
- _____. (2005). *Menjadi Guru Profesional Menciptakan Pembelajaran Kreatif dan Menyenangkan*. Bandung: Remaja Rosdakarya.
- _____. (2007). *Standar Kompetensi dan Sertifikasi Guru*. Bandung : Remaja Rosdakarya
- _____. (2011). *Menjadi Guru Profesional Menciptakan Pembelajaran Kreatif dan Menyenangkan*. Penerbit PT Remaja Rosdakarya Bandung
- Nasibu,Z. Iskandar. 2009. *Penerapan Metode AHP Sistem Pendukung Keputusan Penempatan Karyawan Menggunakan Aplikasi Expert Choise*. Jurnal Pelangi Ilmu. Vol 2 No 5 : Hlm 180-193.
- Nasution, Mulia. (2000). *Manajemen Personalialia*. Jakarta : Djambatan
- Noveria Novi, Sulistyarini, Gusti Budjang. (2014). *Analisis Kompetensi Profesional Guru dalam Pembelajaran Sosiologi di Kelas X SMA Adisucipto Sungai Raya*. Program Studi Pendidikan Sosiologi FKIP UNTAN, Pontianak
- Pahrudin. (2015). *Peningkatan Kinerja dan Pengembangan Profesionalitas Guru sebagai upaya Peningkatan Mutu Pendidikan di Indonesia*. Universitas Sebelas Maret. Prosiding Semiar Nasional Pendidikan Ekonomi & Bisnis Fakultas Keguruan dan Ilmu Pendidikan Universitas Sebelas Maret Surakarta. Isbn: 978-602-8580-19-9
- Peraturan Pemerintah No 19 tahun 2005 tentang Standar Nasional Pendidikan (Tim Pustaka Fokusmedia)
- Peraturan Pemerintah No 74 tahun 2008 tentang Guru
- Permendikbud No 69 tahun 2013 tentang Kerangka Dasar dan Kurikulum SMA
- Permendiknas No 16 tahun 2003 tentang Perubahan PP No 19 tahun 2005 tentang Standar Nasional Pendidikan
- Pristiawaty Endang. (2015). *Kompetensi Profesional Guru yang Bersertifikasi dapat Meningkatkan Prestasi Belajar Siswa*. Jurusan Pendidikan Bahasa dan Sastra Indonesia Pps Universitas Negeri Medan
- Robinson, Bernadette. (2002). *The CIPP aproache to evaluation*. COLLIT Project.



Rusman. (2010). Model-model Pembelajaran. Jakarta. Rajawali Pers.

Syaefudin, Sa'ud Udin. (2009). Pengembangan Profesi Guru. Penerbit CV. Alfabeta.

Tilaar HAR. (2012). Standarlisai Pendidikan Nasional. Penerbit Rineka Cipta. Jakarta

Undang Undang Republik Indonesia No 20 tahun 2003 tentang Sisitem Pendidikan Nasional (SISDIKNAS). Jakarta Sinar Grafika

Undang-Undang No. 14 Tahun 2005 tetang Guru dan Dosen (Lembaran Negara RI Tahun 2005 Nomor 157)

Usman, Moh Uzer. (2006). Menjadi Guru Profesional, Bandung: Rosdakarya

Yatim, Riyanto. (2001). Metodologi Penelitian. Surabaya : SIC