

The Influence of Education Training and Teaching Experience on Teacher Professionalism in State High Schools in Seram Barat District, Seram Barat District

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Abstract

This study aims to analyze the effect of training education and teaching experience on the professionalism of public high school teachers in West Seram District, West Seram Regency. This research is a quantitative research with a correlational design. The population in this study were all vocational school teachers in Kairatu District and 83 teachers were selected as samples using the total sampling technique. The technique used to obtain through a closed questionnaire. Regression test statistics show that, (1) Training Education has a significant effect on teacher professionalism by 0.844 or 71.30%. The magnitude of this influence can be explained through the regression equation $y = 84.998 + 0.266x_1$; (2) Teaching experience has a significant effect on professionalism by 0.940 or 88.30%. This influence can be explained through the regression equation, namely $y = 17.176 + 0.824x_2$; and (3) Education, training and teaching experience together. This effect can be explained through the regression equation $y = 15.037 + 0.152x_1 + 0.738x_2$.

Keywords: Education Training, Teaching Experience, and Teacher Professionalism

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INTRODUCTION

In this era of globalization, education is expected to produce students who can compete in the world of work, and have knowledge and skills that can be applied in the world of work. The quality of human resources determines the level of success in achieving school goals. Quality human resources can be developed through a quality education process as well. Education must create quality human resources both scientifically and mentally.

Education is a dynamic and challenging activity, at any time education has always been the focus of attention and not infrequently the target of dissatisfaction. Because education concerns the interests of all people, not only concerning investment and the current conditions and atmosphere of life. Education always requires efforts to improve and the demands of life in all levels of society.

Quality education in general is a joint responsibility of students, teachers, principals, parents, the community and the environment. The teacher is the main role in education because it directly fosters, influences and develops students'

abilities. Students can become quality human resources if they are guided by qualified teachers as well. The teacher's task is getting harder, along with the development of science and technology. However, the teacher's struggle does not stop there, teachers still need to improve their competence in order to become better teachers. Teachers are expected to produce students who have high competence and are ready to face life's challenges in the future. Therefore, teachers are required to continue to improve the quality of the teaching profession.

HR is the main part for the course of education. This is in line with Hanafi's opinion as quoted by Wijaya (2012) that HR is an individual in an institution or organization who is used as a source of accumulated knowledge, skills and abilities for the organization.

In relation to education, qualified and competent teachers are one of the human resources needed by schools to achieve agreed goals. A quality teacher is not only one who has a high degree but is a teacher who is able to guide and direct students optimally so that students will be qualified and competitive, therefore, a quality teacher should be a teacher who is able to elaborate all the basic teacher competencies in the process learning.

In line with government policy, through the Law of the Republic of Indonesia, which in essence is an obligation for teachers to have certain academic qualifications or criteria, competencies or abilities, educator certificates, positive self both physically and mentally, and able to actualize or realize national education goals.

Competence itself is a set of all teacher expertise that must be built and empowered by teachers or lecturers in carrying out their duties or profession, including skills, skills, and personality. It can also be said that teacher competence is a combination of expertise possessed by teachers which includes knowledge, skills and behavior in carrying out their duties as educators. Every teacher should have 4 (four) basic competencies that are applied in carrying out their duties, namely: pedagogic, personality, professional and social competencies. Especially in professional competence, because teachers who have professional competence will be able to carry out their main functions, namely: educating, training, guiding, assessing up to evaluating appropriately to foster a good learning process in order to achieve educational goals.

A teacher is said to be professional if he has the characteristics of having the ability and mastering matters relating to learning materials such as understanding the contents of the curriculum material and the knowledge of the curriculum material and always improving his scientific insights as a teacher. These characteristics can be obtained if the teacher continuously participates in an HR development program which is usually in the form of education and training (DIKLAT). However, teachers in Indonesia cannot be said to be professional. To overcome these problems, policies and programs from the government are needed related to efforts to improve teacher professional competence.

SMA Negeri 3 Seram Barat and SMA Negeri 12 Seram Barat are schools that are in great demand by prospective students and guardians of students in the West Seram Regency, especially in the West Seram District. In order to maintain the trust of student parents, teachers who have professional competence are needed. Based on the preliminary study, there are still teachers who are less professional,

this is manifested from teachers who do not understand learning methods, are not disciplined, and lack the development of learning materials that are taught creatively. This happens because not all teachers are given the opportunity to attend education and training (DIKLAT). Therefore, it is necessary to improve the quality and professional competence of teachers through training that is prepared systematically, seriously and continuously so that the benefits of the training can be felt and implemented continuously by teachers.

A good teacher is a teacher who can teach effectively. Teachers must increase learning opportunities for students and the most important thing is to improve the quality of teaching. Improving the quality of teaching quality is carried out by planning teaching programs and at the same time being able to apply them in the form of teaching and learning interactions. Basically improving one's self-quality is personal responsibility. Therefore, efforts to improve teacher quality lie in the teacher himself. There needs to be self-awareness of the teacher himself to always and continuously improve the knowledge and skills needed to improve the quality of work as a professional teacher.

According to Mudlofir (2012: 12) a professional teacher is a teacher who has competence in knowledge, skills and behavior that must be internalized and mastered in carrying out his professional duties. Based on Law Number 14 of 2005 concerning Teachers and Lecturers it states that "Teacher competence includes pedagogic competence, personal competence, social competence, and professional competence obtained through professional education."

The ability of teachers professionally, especially in the learning process at school, greatly determines academic progress and is a major factor in improving school quality. A professional teacher must fulfill the four teacher competencies that have been stipulated in the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, namely pedagogical competence, personal competence, professional competence, and social competence. Professional teachers are the hope for everyone who has a teaching profession. In addition, the teacher should have a good image in the community, be a role model and role model for the surrounding community. The community will mainly see how the attitude and actions of the teacher are on a daily basis, whether there really is something to emulate or not, such as how to dress, talk and socialize are also often the concern of the wider community.

Based on initial observations and interviews conducted with the Head of SMA Negeri 3 Seram Barat (TH) and the Principal of SMA Negeri 12 Seram Barat, (AS) on September 21 and 22, 2021, several obstacles were found in the process of carrying out the teacher's assignments including lesson planning, where the teacher experience difficulties in planning a systematic lesson, the only thing that exists with the teacher is a form of copy pasting lesson planning from some teachers in other areas. Implementation of learning, the difficulties faced by teachers are how to actualize what has been planned in class, the lack of understanding of various learning methods causes teachers to tend to the lecture method so that students become bored in class. On the other hand, the ability to evaluate the learning process is also experiencing problems because some teachers do not understand the assessment procedures, both cognitive, affective and psychomotor assessments.

The various difficulties experienced by teachers in West Seram district are generally the same. The condition of the school, which the service continued to pay attention to in order to improve its quality, turned out to be a heavy burden for the principal and teachers. This situation is of course closely related to teacher motivation, in addition to encouragement from the school principal's leadership figure. Low teacher motivation will certainly affect the development of professionalism abilities. Even though teachers have a big responsibility to develop the quality of education through their professionalism, especially the ability to teach in class.

Classroom management that is not yet optimal, should start with designed learning tools. Therefore, the principal must pay attention to every device that will be implemented in class and evaluated. Thus, teachers will continue to work hard in designing devices so that learning in class can be carried out optimally.

Regarding the problems at SMA N 3 and SMA N 12 in the western part of Seram Regency, it has a relationship with the work experience of teachers at the two SMAs. The tenure of a teacher can determine the teacher's experience in teaching. Teaching experience for a long time has resulted in better teacher mastery of methods, materials, class control, use of visual aids, and evaluation. However, if there is still a distance in the working relationship between senior and junior teachers, then the culture of sharing knowledge is not visible.

Another thing that was found was that the teachers were not serious in participating in the trainings conducted by the clusters or the local government. Teachers must be able to improve service, knowledge, provide direction and encouragement to their students. Teacher training can provide encouragement for teachers to continue to improve their work abilities. In addition, the determinant of teacher professionalism is teaching experience. In pursuing their field, the teacher always gains experience. The longer the working period, the more experience the teacher expects. These experiences are closely related to increasing job professionalism. Teachers who have served in the world of education for a long time must be more professional than teachers who have served for several years.

METHODOLOGY

The research method used is a quantitative research method. The research population consisted of 83 teachers. Saturated sampling technique is a sampling technique in which all members of the population are used as samples. This means that all teachers in each population are taken as samples. So that the sample amounted to 83 people. Data collection techniques using questionnaires or questionnaires. Data analysis techniques using simple regression analysis techniques and multiple regression.

RESULTS AND DISCUSSION

Testing

Analysis Statement

Testing the prerequisite analysis was carried out before carrying out multiple linear regression analysis. The prerequisites used in this study included the normality test, homogeneity test using the SPSS 21.00 for Windows computer program.

The results of the prerequisite analysis tests are presented as follows:

Normalization Test

for Normality of residual data using the Kolmogorov-Smirnov Tests assisted by SPSS with a significance level of $\alpha = 0.05$. A summary of the results of the normality test is presented in Table 1.

Table 1

Normality Test of Residual Data on Training Education (X1) and Work Experience (X2) on Teacher Professionalism (Y)

Variable	Number	Statistical	Significant	Conclusions	Ket
Residual (X ₁ – Y)	83	,530	0,06	H0 received	Normal
Residual (X ₂ – Y)	83	,781	0,105	H0 Accepted	Normal

Source: SPSS.21 Output Data

H₀ : Data on Education, Training and Professionalism of Teachers is normally distributed

H₁ : Data on Education, Training and Professionalism of Teachers is not normally distributed

H₀ : Data on Teaching Experience and Teacher Professionalism normally distributed

H₁: Teaching Experience and Teacher Professionalism data are not normally distributed

In Table 1 it shows that the normality test results for both data (variable X1-Y) and data (variable X2-Y) have a significance value that is greater than $\alpha = 0.05$ so that H₀ is accepted. This means that data on education, training and professionalism of teachers spread normally, and data on teaching experience and teacher professionalism spread normally.

Linearity

Test Linearity test was carried out with the help of SPSS version 21 using the Test for Linearity at a significance level of 0.05. The summary results of the linearity test are presented in Table 4.6, while the full results can be seen in Appendix 2.

Table 2. Linearity Test Data (X1-Y) and (X2-Y)

Free Variables	Dependent variable	F	Signifikan	Ket
X ₁	Y	2,883	0,067	Linier
X ₂	Y	3,587	0,056	Linier

Source: SPSS.21 Output Data

Based on Table 2, obtained F count (X1-Y) of 0.732 and F count (X2-Y) of 0.986, while for F table (83;1) with a significance level of 5% is 3, 96 as a result F-

hit < F-tab. This shows that training education and teacher professionalism have a linear relationship, and teaching experience data and teacher professionalism have a linear relationship.

Multicollinearity Test

The regression model is said to be good if there is no multicollinearity or there is no correlation between the variables of education, training and teaching experience. The multicollinearity test is based on the Tolerance Value and the VIF Value. The summary of the multicollinearity test can be seen in Table 3.

Table 3 Multicollinearity Test of Supervisory Supervision (X1) and Managerial Ability of Principals (X2)

Variabel	Value <i>Tolerance</i>	Value <i>VIF</i>
X ₁	0,244	4,092
X ₂	0,244	4,092

Source: SPSS.21 output data

Based on Table 3, Tolerance value the variable education training and teaching experience is 0.244 while the value of VIF education training and teaching experience is 4.092. These two values fulfill the requirements for a Tolerance value > 0.1 and a VIF value < 10, so it can be concluded that there is no multicollinearity between training education and teaching experience.

Hypothesis Testing

Below will be discussed the results of multiple regression analysis performed using the SPSS 21.00 for windows program. The summary of the results of multiple regression analysis can be seen in table 4:

Table 4. Summary of Multiple Regression Analysis Results

Variabel	Regression Coefficient	t- count	f- count	Sig.	Ket
Effect of Teaching Experience on Teacher Professionalism	0.844	3.364		0.000	Signifikan
Effect of Teacher Competence in Learning and Teacher Work Motivation on Teacher Performance	0.940	4.779		0.000	Signifikan
Effect of Teacher Competence in Learning and Teacher Work Motivation on Teacher Performance	0.941		15.037	0.000	Signifikan
R ² = 0.438					

DISCUSSION

The Effect of Training Education on Teacher Professionalism in Public High Schools in West Seram District, West Seram District.

The statistical test results showed that the Anova test resulted in F-hit > F-tab. So it can be concluded that this regression model is appropriate for predicting

teacher professionalism or in other words training education has a significant effect on teacher professionalism.

The relationship between education training and teacher professionalism is 0.844. These results indicate that the two variables have a strong relationship. The coefficient of determination shows the R-square number which is 0.713 or equal to 71.30%. These results indicate that the magnitude of the effect of training education on teacher professionalism is 71.30% and the remaining 28.7% is another factor outside of this study.

The effect of educational training on teacher professionalism is explained by the regression equation $(Y) \hat{=} 84.998 + 0.266x_1$ which means that (1) if there is no additional value for the effect of supervision, then teacher performance is 84.998; and (2) for each additional supervisory supervision value, the teacher's performance value will increase by 0.266.

Implementation of training is also a strategic effort in developing aspects of one's intellectual ability and personality which is carried out in a relatively short time using methods that prioritize practice rather than theory. The results of the data analysis show that there is a significant influence of training education on teacher professionalism at Public Senior High Schools in West Seram District. Thus, the better the education and training conducted for teachers, the more professionalism of State Senior High School teachers in West Seram District will increase. In the sense that the education and training conducted for teachers influences the professionalism of State High School teachers in West Seram District.

According to Hariandja (2002) there are several important reasons for holding education and training, namely: a) Newly recruited employees often do not properly understand how to do the job. b) Changes in the work environment and workforce include changes in process technology such as the emergence of new technology or new work methods. c) Increasing competitiveness and improving productivity d) Adjusting to existing regulations, for example work implementation standards issued by industry associations and the government to ensure production quality or occupational safety and health. In line with Hariandja's opinion, the more people attend education and training, the more professionalism of teachers will also increase.

Regarding the influence that training has on the professionalism of a teacher, Tjiptoherijanto (1989) argues that, planned education and training in an orderly manner will be able to improve work abilities and skills which at the same time lead to increased work productivity (Basri and Rusdiana, 2015). So the procurement and implementation of teacher training that is planned in an orderly manner will be able to influence teachers in acquiring knowledge, skills, and attitudes in teaching, which can affect student achievement and the effectiveness of a school.

The results of this study are the same as some previous studies, namely Taryono (2006) who focused his research on the implementation of the teacher's KKG where the results of the study showed that teacher's KKG had an impact on increasing teacher competence. In addition, Firdaus (2014) in his research also revealed that training education has a significant effect on educator performance. This shows that the implementation of teacher training that is planned on a regular basis can have an effect on increasing teachers in acquiring knowledge, skills, and

attitudes in teaching, which can affect student achievement and the effectiveness of a school.

The results of this study also provide an overview of the importance of training education for teachers in State Senior High Schools in West Seram Regency as a vehicle for developing creativity in managing learning in the classroom. Therefore, every teacher must be given as much opportunity as possible to develop their professionalism, more specifically the participation of teachers in training education carried out by the cluster and the Regional Government of West Seram.

The Influence of Teaching Experience on State Senior High School Teacher Professionalism in West Seram District, West Seram District The results of the F test showed that teaching experience had a significant effect on teacher professionalism. The magnitude of the relationship between the variables of teaching experience and teacher professionalism is 0.940 or equal to 88.30%. These results indicate that the magnitude of the influence of teaching experience on teacher professionalism is 88.30% and the remaining 11.7% is another factor outside of this study.

The magnitude of the effect can be explained through the regression equation, namely $\hat{y} = 17.176 + 0.824x$. This equation means that: (1) if there is no additional teaching experience value, then the teacher's professionalism is 17.176; and (2) for each addition of one teaching experience value, the teacher's professionalism value will increase by 0.824.

Based on the results of data analysis, it shows that there is a significant influence of teaching experience on teacher professionalism in Public High Schools in West Seram District. This means that the higher the teaching experience, the higher the professionalism of State High School teachers in West Seram District. The indicators of teaching experience put forward by Sukotjo (1998), namely (1) Participate in education and training. In order for the teacher's tasks to be more solid and new information and new teaching methods quickly accepted by the teacher, every teacher must take part in development or upgrading training. Through training, teachers are expected to get refreshments to increase work efficiency and effectiveness. (2) Working period or length of teaching. In pursuing their field, the teacher always gains experience. The longer the working period, the more experienced the teacher is expected to be. This experience is closely related to increasing teacher professionalism. Teachers who have long served in the world of education must be more professional than new teachers.

Previous research is relatively the same as the results of this study, namely Setia (2009) which reveals that there is a positive relationship between teacher teaching experience and professional development. This shows that the duration (length of time) of work can improve the professional competence of a teacher. The same thing was obtained in this study, where there was a significant influence from the work experience of the West Seram State Senior High School teachers on increasing the professional competence of teachers in the area. Therefore, building a comfortable work environment between senior and junior teachers must be preserved, so that various difficulties encountered in the learning process can be minimized through sharing teaching experiences. Of course sharing teaching experience not only helps with teaching difficulties but also adds new knowledge

in developing professional competence for teachers of West Seram State Senior High School.

The Influence of Education Training and Teaching Experience on the Professionalism of Public High School Teachers in West Seram District, West Seram Regency

The statistical test results show an ANOVA score ($F_{hit} > F_{tab}$), so it can be concluded that this regression model is feasible for predicting teacher professionalism or in words other education training and teaching experience together have a positive effect on teacher professionalism. The relationship between training education and teaching experience with teacher professionalism is 0.941 or 88.60%. These results indicate that the magnitude of the influence of education, training and teaching experience on teacher professionalism is 88.60% and the remaining 11.40% are other factors outside of this study.

This effect can also be explained through a regression equation that can be formed, namely $\hat{Y} = 15.037 + 0.152x_1 + 0.738x_2$. This equation means that (1) if there is no one value added to training education and no one value added to teaching experience then teacher professionalism is 15.037; (2) for each addition of one value of training education, the value of teacher professionalism will increase by 0.152; and for each addition of one teaching experience value, the value of teacher professionalism will increase by 0.738.

It has been found that indicators of teaching experience by Sukotjo (1998), where one of them is attending education and training. Teachers are required to take part in these activities so that the teacher's duties are more stable and new information and new teaching methods are quickly accepted by the teacher. Each teacher must take part in development or upgrading training. Through training, teachers are expected to get refreshments to increase work efficiency and effectiveness.

So, ideally if the frequency of training and teaching experience of teachers increases, then there should also be an increase in teacher professionalism. The higher and more often a person does the same job, the more skilled and faster he is in completing the job. The more kinds of work a person does, the richer and broader his work experience, and allows increased performance. Thus, the experience gained by teachers while teaching at school will certainly be very influential in achieving results.

The results in this study are relatively the same as some previous studies conducted by Eliyanto (2013) and Firdaus (2014) where the results of their research both reveal that training education and work experience have a significant effect on teacher professionalism. The results of this study are an important element that must be considered by public high schools in the West Section of Saram District, West Seram District in order to provide opportunities for teachers to develop their professional competence through educational training activities carried out by clusters and the Regional Government as well, or learning workshop activities so that in obtaining provision of knowledge from experts and from peers who have high pursuit hours.

CONCLUSION

The results of the description show that the teacher's view of public high school teacher training education in West Seram District, SBB Regency is in the high category of 49.40% and in the medium category of 50.60%. The majority of teachers responded to training education at high and medium levels. This means that the teachers feel involved and have a meaningful use of the training education activities that have been carried out by the school and the service. This is in accordance with the mean Training Education (X1), which is 73.88 which is also in the medium category.

The results of the description show that the views of public high school teachers in West Seram District, SBB Regency regarding their teaching experience are in the high category of 13.25%, the medium category is 51.81%, and the low category is 34.94%. The majority of teachers respond to their teaching experience at high, medium, and low levels. This means that the more teaching experience, the richer the teachers with the knowledge gained. On the other hand, there are responses in the low category, so that many still feel lacking in their teaching experience. This is in accordance with the mean Teaching Experience (X2), which is 106.27 which is also in the medium category.

The results of the description show that the teachers' response to their professionalism is in the high category of 21.69%, the medium category is 42.17%, and the low category is 36.14%. the majority of teachers respond to their professionalism at high, medium, and low levels. More dominating the medium and low categories, meaning that teachers still feel lacking in their professional development. This is reinforced by the mean value of Teacher Professionalism (Y) of 104.76 which is also in the medium category.

Results The results of the Anova test (F) show that training education has a significant effect on teacher professionalism. The magnitude of the relationship between the variables of training education and teacher professionalism is 0.844 or equal to 71.30%. These results indicate that the magnitude of the influence of training education on teacher professionalism is 71.30% and the remaining 28.7% is another factor outside of this regression model. The magnitude of the effect of training education on teacher professionalism is explained by the regression equation $(Y) \hat{=} 84.998 + 0.266x_1$ which means that (1) if there is no additional one value for the effect of supervision, then teacher performance is 84.998; and (2) for each additional supervisory supervision value, the teacher's performance value will increase by 0.266.

The results of the F test show that teaching experience has a significant effect on teacher professionalism. The magnitude of the relationship between the variables of teaching experience and teacher professionalism is 0.940 or equal to 88.30%. These results indicate that the magnitude of the influence of teaching experience on teacher professionalism is 88.30% and the remaining 11.7% is another factor outside of this regression model. The magnitude of the effect can be explained through the regression equation, namely $y \hat{=} 17.176 + 0.824x_1$. This equation means that: (1) if there is no additional teaching experience value, then the teacher's professionalism is 17.176; and (2) for each addition of one teaching experience value, the teacher's professionalism value will increase by 0.824.

The results of the ANOVA test (F) show that training education and teaching experience both have a positive effect on teacher professionalism. The relationship between training education and teaching experience with teacher professionalism is 0.941 or 88.60%. These results indicate that the magnitude of the influence of education training and teaching experience on teacher professionalism is 88.60% and the remaining 11.40% is another factor outside of this regression model. This effect can also be explained through a regression equation that can be formed, namely $\hat{Y} = 15.037 + 0.152x_1 + 0.738x_2$. This equation means that (1) if there is no one value added to training education and no one value added to teaching experience then teacher professionalism is 15.037; (2) for each addition of one value of training education, the value of teacher professionalism will increase by 0.152; and for each addition of one teaching experience value, the value of teacher professionalism will increase by 0.738.

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