**THE ROLE OF LEADERSHIP, EDUCATION, TRAINING AND COMPETENCE TOWARD TEACHER PERFORMANCE AT STATE JUNIOR HIGH SCHOOL IN PASARWAJO DISTRICT**

**SOUTHEAST SULAWESI**

**Moh. Ali Shahab, La Manampa**

**Faculty of Economic, Sultan Agung Islamic University (UNISSULA) Semarang, Indonesia**

e-mail : alishahab@unissula.ac.id

***ABSTRACT***

*The study* *aims to* *determine how the role of* *leadership* *toward teachers’ performance and competences of pedagogic, personal, social and professional; the role of education* *and* *training programs* *toward teacher performance and competences of pedagogic, personal, social and professional; the role of pedagogic, social, personal and professional* *competences* *toward* *teachers’ performance* *at the* *state* *Junior High School* *in Pasarwajo District.*

*Population* *of* *this study is all* *teachers* *at the* *state* *Junior High School* *of Pasarwajo* *District totaling* *191 people* *with* *61* *teachers* *as respondents. The sampling process* *is done by* *purposive sampling technique* *by the* *consideration* *of teachers* *who are in charge to teach* *subjects* *for the* *National Examination* *at the State Junior High School* *of Pasarwajo District.*

*The finding reveals* *that, (1), there is* *a significant* *role* *on the performance of* *school leadership toward pedagogic, personal,* *social* *and* *professional* *competence. (2) There is significant influence* *on* *the performance* *of education and* *training* *of teachers toward pedagogic and professional competence. (3), there is no* *significant influence on education* *and* *training toward* *personal and* *social* *competence. (4), there is a* *significant influence* *on* *pedagogical and* *professional* *competence* *toward the* *teacher's performance, (5)* *there is no* *significant influence on* *personal* *and* *social* *competence* *toward teacher performance.*

***Keywords****: Leadership, Education* *and* *Training, Pedagogic, Personal, Social, Professional* *Competence* *and* *Teacher Performance.*

**INTRODUCTION**

Education has a very important role in every state and nation in the world because it is a way to improve and develop the quality of human resources. The high quality resources can lead society to a better life. Efforts to raise and develop human qualities should always be improved in order to create better human resources quality. Teacher is one of the determinants of the high and low quality of education. It means that, to improve the quality of education, we should improve the quality of teachers as well.

To achieve high education quality, educators become one of the crucial factors in determining the success of education. Hence, the government has enacted Law No. 14 of 2005 on teachers and lecturers. This legislation is intended to serve as guidance, direction, and goals for educators in order to carry out their duties to improve the quality of human resources.

*Performance* is defined as achievement*,* execution, attainment, results or extention of the work. Thus, teachers’ performance can be figured out from the achievements obtained by them, how they carry learning process, evaluate learning outcomes and provide follow-up of the evaluation and achievement of learning gained by them (Mulyasa, 2009:136). A teacher's performance has always been the center of attention because it is one of the factors to improve student achievement and determine the quality of graduates, so that the performance of a teacher is always noticed and many efforts are made ​​to improve the performance of teachers. To perform their duties, teachers should be competent enough in order to produce good performance. The study by Udiyono (2011), states that the teachers’ competences affect their performances. Furthermore, the study by Komang Wiwin Sri Widiastuti*, et al.* (2012) evokes that the level of a teacher's performance is strongly influenced by the particular competence of professional competence. The better the level of mastering learning subject, the better the performance of teacher will be. Moreover, This finding is also in accordance with the statement by Sanjaya in Komang Wiwin Sri Widiastuti, *et al.* (2012), that professional competence directly refers to the teacher's performance, so that it can be said that performances influence teachers’ competences. Hence, to assess the level of teacher performance based on these competencies, a teacher should deal with various stakeholders including principals, fellow teachers, staff, and students.

Teachers’ performances at schools have important role to achieve the school goals. Performance issues have turned into the spotlight of various parties. While government performance is perceived by the public, teacher performance will be perceived by students or parents of students. Various attempts are made ​​to achieve good performance of teachers. So, the teacher's performance will certainly be a concern of all parties. Teachers have to be really competent in their field and they should also be able to optimally serve. The optimal performance of teachers is influenced by various factors, both internal and external. (Mulyasa, 2009: 136).

Atiek Novitasari, *et al.* (2012) explains that teacher performances can be influenced by leadership of the school principal, work and training environment. The study by Kurnatinah and Fajar Sukoco (2010) proves that education and training programs influence teachers’ competences. Moreover, Sugiarta (2012) says that the experience of education and training has a positive effect on teachers' professional competence. Maryadi (2010) also defines that the training significantly influences the performance of teachers. A further study by Sugiarta (2012) describes that education and training have a significant influence toward teachers’ competences.

From the finding of the survey at the Junior High School in Pasarwajo district regarding teacher performance figured out by the results of the National Examination in the last three years is shown that there is a decline in the output of the students in the academic year of 2010/2011 till 2012/2013. The causes of these problems are the factor of principal leadership, education and training programs given to the teacher, and teachers’ competences that can be enhanced through the role of principal leadership and teacher participation in education and training.

**RESEARCH METHODS**

1. **Research Design**

H3

H1

H2

H4

H5

H6

H7

H8

H9

H10

H11

H12

H13

H14

**Figure 1**

**Figure 1**

**Theoretical Framework**

1. **Research Subject**

The population of this study is teachers at the state Junior High School of Pasarwajo District totaling of 191 people. The sampling method is *purposive* sampling which is determined by the consideration of the characteristics of the population that is teachers who teach subjects examined in the National Examination at six State State Junior High Schools by the number of permanent teachers as many as 61 people.

1. **Data Analysis**

To test the hypothesis proposed, the data will be processed through analysis needed. For the sake of discussion, the data is processed and presented by the principles of descriptive statistics. For the analysis and hypothesis testing, it uses inferential statistical approach. Briefly, The analysis used in this study is *Partial Least Square (PLS).*

**RESULTS**

Based on calculations through analysis by using Smart PLS, the results obtained can be seen in the Figure 2 below.

****

**Figure 2**

***Full* *Model* Research Findings by PLS Analysis**

For more details on the estimation of t-statistics, it can be seen on the result of the inner weight in Table 1 as follows:

**Table 1**

Result For Inner Weights **(Hypothesis Testing)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | *Original sample estimate* | *Mean of subsamples* | *Standard deviation* | *T-Statistic* | *Results* |
| Leadership - Professional Competence | 0.370 | 0.389 | 0.140 | 2.652 | Significant |
| Training – Professional Competence | 0.353 | 0.361 | 0.168 | 2.101 | Significant |
| Leadership – Social Competence | 0.355 | 0.366 | 0.146 | 2.434 | Significant |
| Training – Social Competence | 0.182 | 0.193 | 0.191 | 0.953 | Not Significant |
| Leadership - Personal competence | 0.443 | 0.463 | 0.169 | 2.612 | Significant |
| Training – Personal competence | -0.210 | -0.187 | 0.202 | 1.041 | Not Significant |
| Leadership - Pedagogical Competence | 0.163 | 0.150 | 0.086 | 1.900 | Significant |
| Training – Pedagogical Competence | 0.765 | 0.772 | 0.069 | 11.169 | Significant |
| Leadership – Teachers’ Performance | 0.268 | 0.259 | 0.140 | 1.920 | Significant |
| Training – Teachers’ Performance | 0.425 | 0.335 | 0.226 | 1.885 | Significant |
| Professional Competence- Teachers’ Performance | 0.578 | 0.539 | 0.216 | 2.679 | Significant |
| Social Competence – Teachers’ Performance | 0.056 | 0.055 | 0.172 | 0.323 | Not Significant |
| Personal competence – Teachers’ Performance | -0.120 | -0.054 | 0.159 | 0.759 | Not Significant |
| Pedagogical Competence - Teachers’ Performance | -0.512 | -0.382 | 0.228 | 2.245 | Significant |

*Description:* t table (0.05, 61) = 1.671

**DISCUSSION**

The results of the study on the first hypothesis shows that there is a significant influence of leadership toward teacher performance, this means that the better the leadership role the better the teacher performance will be, otherwise the worse the leadership the worse the teacher performance will be. Briefly, it means that the teachers at the State Junior High School of Pasarwajo District in doing their duties are significantly influenced by the role of the principal. This is proven by most of the respondents who agrees with this hypothesis. The role of school leadership consists of the principal's role as an educator, manager, administrator, supervisor, leader, innovator and motivator. By those roles, a principal can provide guidances related to the instruments of learning or other problems deal with the duties and functions of a teacher. In addition, teachers also need a figure of motivator and innovator from the leader so as to arouse a desire to carry out the task. The headmaster should also provide oversight and innovative ideas to all educators to keep doing a good job dealt with global competition. Hence, it can be concluded that the role of the principal's leadership is needed to improve the performance of teachers at the State Junior High Schools of Pasarwajo District. This finding strengthens the study by Atiek Novitasari, *et al* (2012) which exclaims that the principal's leadership has a significant influence toward the performance of teachers. The same finding is also obtained from Siti Lestari and Sutarno (2012), they define that the role of school leadership has a significant positive effect toward teacher performance.

The finding of the study on the second hypothesis shows that there is a significant influence of education and training toward teacher performance. It means that the better the education and training programs attended by the teachers, the better the teacher performance will be; otherwise the less the education and training programs followed by the teacher, the worse the teacher's performance will be. Briefly, this case describes that the teachers at the State Junior High School of Pasarwajo district is in desperate need of education and training programs to improve their performance. It is proven by most of the respondents agreeing with the adequate frequency, good quality and materials for education and training which is in accordance with their teaching duties. The process of good quality, adequate frequency and appropriate materials for education and training are expected by teachers in order to increase knowledge and skills to plan learning materials and process, so that the learning process, evaluation, and feed back of the evaluation can be carried out properly. Therefore, this finding reinforces the finding of the study by Maryadi (2010), he states that education and training have a significant influence toward the performance of teachers. Further research conducted by Atiek Novitasari, *et al* (2012) describes that education and training have a significant effect on the performance of teachers.

The result of the study on the third hypothesis shows that there is a significant influence on the pedagogical competence toward teacher performance. It means that the better the pedagogical competence of the teacher the less the performance will be, otherwise the worse the pedagogical competence the higher the teacher's performance will be. Clearly, teachers at the State Junior High School of Pasarwajo district in doing the job as educators should be able to master learners characteristics involving economic, family and environmental background. In addition, teachers must be able to master necessary learning theories and principles such as methods and models of learning; and being capable of taking reflective action to the learning outcomes of students by giving encouragement and motivation to them. Thus, It can be concluded that the pedagogical competence of teachers have an influence on the performance of teachers at the State Junior High School in Pasarwajo district. This finding strengthens the study by I Wayan Karya, *et al* (2013) which says that the teacher competency has a significant contribution toward the performance of teachers. Further research conducted by Ida Ayu Parwati, *et al,* (2013) says that the Pedagogical competence has contributed significantly to the performance of teachers.

The finding of the study in the fourth hypothesis proves that there is no significant influence of the personal competence toward teachers’ performance. It means that the better the personal competence possessed by the teachers, then there is no guarantee on the better of the performance of teachers, otherwise the worse the personal competence of the teachers, no guarantee on the worse the performance of teachers. Briefly, the individual competencies of the State Junior High School teachers in Pasarwajo District do not give significant influence on teachers’ performance. The personal competence possessed by teachers includes the capability of displaying honest personality and noble character which is now becoming less. It is proven by the responses that the majority of respondents disagree to uphold the ethics code of the teaching profession, and act according to the norm as a teacher. On the respondents responds to the ability of teachers in displaying honest and noble personality possessed by teacher in accordance with the regulation by Educational Ministry No. 16 year 2007, the majority of respondents express less agree. It is shown by the performance of teachers who are supposed to plan lessons well, implement the learning process in accordance with what has been planned, evaluate and implement follow-up of the evaluation results has not been implemented optimally. Furthermore, It can be seen from the habit of teachers in planning learning process that is not adjusted to the characteristics of learners, the school environment and the ability of the learner. In addition to an honest person and the noble character, teachers also must uphold the ethics code of the teaching profession in carrying out duties in a professional manner. Teacher ethics code includes teachers duties on guiding learners to fully devoted to Pancasila, have professional honesty, good communication among educators and improve the quality of the organization, yet this has not been optimally done by them since the knowledge that teachers have related to the ethics code of teachers have not fully owned and implemented. Muhammad Amin, *et al,* (2013) says that teachers’ personal competence development efforts can be done through behaving decently towards learners, improve discipline and adhere to school rules and improve the attitude of maturity and maintain the authority. So that, Polite behavior and discipline will implicate the performance. It can be concluded that teachers personal competence have not improved the performance of teachers in Junior High School in Pasarwajo district because of the lack of ability of the teacher to present themselves as an honest, noble character, and role models for students and the community as well as the understanding of the ethic codes of the teaching profession. This is in accordance with the finding by Anak Agung Ngurah B, *et al,* (2012) which says that competence does not a significantly influence the performance.

The finding on the fifth hypothesis shows that there is no significant influence on social competence toward teachers’ performance. It means that the better the social competence of teachers, it gives no warranties on the better of teacher performance will be, otherwise the worse the social competence of the teachers not determining the less of the performance of the teachers. This describes that social competence of teachers at the Junior High School in Pasarwajo district has not been able to improve the teachers’ performance. It is seen from the teacher who is less optimal to communicate effectively, empathetic with the community around the school. The less optimal communication happens because the intensity of the meeting between the schools and the people represented by the school committee or on school information published in the media is less. So that the public knowledge about the state of schools is not adequate, especially toward programs planned or implemented by the school each year. By inadequate knowledge of the surrounding society toward the school profile, it will make them to be apathetic towards school development. This is in line with Ririn Agustina, (2011) which describes that it is needed continuous improvement of socialization to the community in improving the quality of education at school. The lack of information gained by teachers on the background of the learners, such as economic condition of the family, will make difficult for teachers to implement the identification of learners, which in turn will impact on the insufficient learning processes. The insufficient learning process will affect the average result of the national exam as a standard determination of the quality of education of a school. Thus, It can be concluded that social competence possessed by teachers at the Junior High School in Pasarwajo district has not been able to optimize the performance of teachers, especially in the planning and implementation of learning in the classroom. This is consistent with the study by Basuki Sri Rahayu and Gendro P, (2011) which explains that the competence of the teachers has no significant influence toward teachers’ performance.

The finding on the sixth hypothesis shows that there is significant correlation between the professional competences of teachers toward teachers’ performance. It means that the better the performance of teachers the higher the professional competence of teachers will be, otherwise the worse the professional competence of teachers, the lower the teacher's performance will be. Briefly, This case shows that teachers’ professional competence of the Junior High School in Pasarwajo district can improve teachers’ performance. Competencies required by teachers as stated in the regulation of Educational Ministry No. 16 year 2007 emphasizes that teachers should be able to master materials, structural concepts, and scientific mindset of the subject matter, develop the subject matter of teaching creatively, mastering standards of competence and basic competences of their lessons and utilize information and communication technology in teaching and learning process. From the professional competence possessed by teachers in this study shows that the majority of respondents agree. Thus, It can be concluded that the professional competence of teachers can improve the teacher's performance. This reinforces the study by Komang Wiwin Sri Widiastuti, *et al,* (2012) which states that the professional competence of teachers have a significant influence toward the performance of teachers.

The finding on the seventh hypothesis figures out that there is a significant influence on the leadership toward the pedagogical competence. It means that the better the leadership role, the higher the pedagogical competence will be; otherwise the worse the leadership role, the lower the pedagogical competence will be. Clearly, It shows that the role of leadership is needed by teachers at the State Junior High School in Pasarwajo District. The role of the principal is the role as an educator who can provide guidance to teachers in terms of mastering learners’ characteristics, good learning theories and principles to provide knowledge to his teachers. Thus, It can be concluded that by a good leadership role, the teachers’ pedagogical competence will be better anyway. This finding supports the study by Siti Lestari and Sutarno, (2012), which defines that the principal's leadership significantly influences teachers’ competence.

The finding on the eight hypothesis shows that there is significant influence on leadership toward personal competence. It means that the better the leadership role, the higher the personal competence of teachers will be, otherwise the worse the leadership competencies possessed the lower the personal competence will be. Moreover, It shows that the role of leadership in the Junior High School in Pasarwajo District in leading teachers need for guidance on teacher behavior in terms of displaying personal honesty and noble character. This is in line with the majority of respondents which say that they need the principal's role as an educator and leader who can guide and provide a good example for his teachers to carry out the task nicely such as finishing the duties on time. Based on the explanation above, It can be concluded that the role of leadership in an organization is needed to improve personal competence and performance to achieve organizational goals that have been set in the vision and mission of each school. This strengthens the results of study conducted by the Atiek Novitasari, *et al* (2012) which emasizes that the principal's leadership influence teachers’ competences.

The finding on the ninth hypothesis shows that there is significant correlation between leadership and social competence. It means that the better the leadership role the higher the social competence will be, otherwise the worse the leadership role the lower the social competence will be. Briefly, It shows that the role of leadership in the Junior High School in District Pasarwajo is needed by teachers. Leadership roles include the role of the principal as a leader and a manager. By the presence of this role, it is expected to be able to initiate a good school environment that is conducive to create good communication among educators and the public. Therefore, it can be concluded that good school leadership will improve social competence possessed by the teacher. Therefore, research conducted by Siti Lestari and Sutarno (2012) emphasizes that the principal's leadership role significantly influence teachers’ competences (Pedagogic, Personal, Social, and Professional)

The finding on the tenth hypothesis indicates that there is a significant influence on leadership toward professional competence of teachers. It shows that the better the leadership role the better the professional competence of teachers will be, otherwise the worse the leadership role the lower the professional competence of teachers will be. It proves that the role of leadership in the Junior High School in Pasarwajo District is needed to improve the professional competence possessed by teachers. The leadership roles include the role of the principal as an educator, supervisor, leader and innovator. The role and function of the principal is what can make the teachers improve their performance, such as, arranging lesson plans, implementing learning and evaluating and following-up on student learning process. This finding strengthens the study by Anak Agung Nyoman Darma, *et al,* (2012) which explains that the leadership factors of the principal can influence professional competence of teachers.

The finding on the eleventh hypothesis shows that there is significant correlation between education and training toward pedagogical competence. It means that the better the education and training of the teachers attended the higher the pedagogical competence will be, otherwise the worse the education and training programs attended by the teachers the lower the pedagogical owned by the teachers will be. It shows that teachers at Junior High School in Pasarwajo district need education and training programs to improve their pedagogical competence. Education and training programs given to the teachers need to consider the quality and suitability of the material to the competencies so that the teacher will be able to make learning tools dealt with the characteristics of learners. Good pedagogical competence will have good influence on learning process and acquisition of good result in accordance with expectations. Thus, it can be concluded that education and training programs which is done well will be able to enhance the pedagogical competence of teachers. This finding is in accordance with the study conducted by Sugiarta (2012) which explains that education and training have a significant influence toward teachers' pedagogical competence.

The finding on the twelfth hypothesis indicates that there is no significant correlation between education and training toward personal competence. It means that education and training cannot improve teachers’ personal competence. Furthermore, education and training programs do not give significant influence toward teachers’ personal competence in Junior High School in Pasarwajo district, because education and training programs followed by teachers lead to less personal competence as stated in the Ministerial Regulation No. 16 of 2007 that is being capable of displaying personal honesty, noble character, role models for students and the community, featuring personal steady, stable, mature, wise and authoritative and shows work ethic and high responsibility, and uphold the code of ethics of the teaching profession. This is proven by the responses that the majority of respondents express lack of consent to the frequency and content of education and training which is insufficient. The same case is raised by Antiek Yunarningsi, *et al* (2012) which states that the less optimal participation of teachers in education and training programs will influence their competence, the more often teachers taking part in education and training program, the more growing the knowledge and skills they have. Moreover, the study by Titin Kartini (2011) states that the training programs do not significantly influence teacher's competence.

The finding on the thirteenth hypothesis indicates that there is no significant correlation between education and training programs toward social competence. It means that education and training cannot improve social competence of teachers. It shows that education and training programs do not give significant influence toward teachers’ social competence in Junior High School in Pasarwajo district, because education and training programs followed by teachers lead to less personal competence as stated in the Ministerial Regulation No. 16 of 2007 that is being capable of acting in accordance with the applicable norms to communicate effectively, empathic and polite to fellow educators and community. By not obtaining good social competence, effective, empathetic and polite communication to the public, it will make teachers have less information related to learners’ background. So, it will be difficult for teachers to understand the characteristics of highly heterogeneous learners and will hedge on the implementation process of learning in the classroom. The lack of competence is proven by the responses that the majority of respondents express less agree toward the frequency and insufficient content of education and training followed by them. This is in line with the study by Antiek Yunarningsi, *et al* (2012) which explains that the less optimal participation of teachers in education and training will influence their competence, however, the more often teachers take part in education and training, the more grow their knowledge and skills will become. Finding by Titin Kartini, (2011) also states that the training does not a significantly influence teacher's competence.

The finding on the fourteenth hypothesis shows that there is significant correlation between education and training programs toward professional competence. It means that the better the education and training programs, the better the teachers’ professional competence will be, otherwise the worse the education and training programs attended by the teachers, the lower the teachers’ professional competence will be. It indicates that the teachers’ professional competence at the State Junior High School in Pasarwajo District can improve because education and training materials followed by them is suitable. Professional competence that should teacher have as stated in the Ministerial Regulation No. 16 of 2007 is to master the material, structural concepts, and scientific mindset that supports the subject taught, develop creative material and to be able to use information and communication technology in learning. This is proven by responses of respondents who agree on the material received on education and training that is in accordance with their respective duties. This strengthens the study by Sugiarta (2012) which states that education and training significantly affects professional competence. Furthermore Antiek Yunarningsih, *et ​​al* (2012) indicates that education and training significantly affects teachers’ competence.

**CLOSING**

1. **Conclusion**
	1. Leadership significantly influences teachers’ performance. It means that the better the role of the school leadership, the higher the teacher performance will be. The Improvement of teachers’ performance at the Junior High School in Pasarwajo District is initiated by indicators of the leadership role covering the principal roles as an educator, supervisor, leader, innovator and motivator.
	2. Education and training programs have significant influence toward teacher performance. It means that the better the education and training programs, the higher the teacher performance will be. The improvement of teachers’ performance at the Junior High School in Pasarwajo District is built by the indicators of education and training that includes the quantity and materials of education and training given.
	3. Pedagogical and professional competences have a significant influence toward teacher performance. It means that the better the pedagogical and the professional competence, the higher the teacher performance will be. The improvement of teachers’ performance at the Junior High School in Pasarwajo District is initiated by indicators of pedagogical and professional competence which includes the ability of teachers to understand the characteristics of learners and the teacher's ability to master the learning theories and principles of teaching and learning materials well.
	4. Personal and social competences have no significant influence toward teacher performance. It means that the higher the personal competence and social competence of the teachers gives no guarantee toward the increase of teachers’ performances. The improvement performance of teachers at State Junior High Schools in Pasarwajo district have not been fully built by indicators of personal and social competence which includes the ability of a teacher to be an honest and noble character, to uphold the ethic codes of teaching profession, to act in accordance with norms and to establish effective communication with fellow teachers and public.
	5. Leadership significantly influences pedagogical, professional, social and personal competence. It means that the better the leadership role, the higher the pedagogical, professional, social and personal competence of teachers will be. The improvement of the teachers’ competence at Junior High School in Pasarwajo District is built by indicators of leadership covering the principal role as an educator, supervisor and leader.
	6. Education and training programs have a significant influence toward pedagogical and professional competence. It means that the better the education and training programs, the higher the pedagogical and professional competence of teachers will be. The improvement of pedagogical competence of teachers at Junior High School in Pasarwajo district is built by education and training indicators which involve the quality and suitability of educational materials and training programs.
	7. Education and Training programs have no significant influence toward social and personal competence. It means that the better the education and training programs, there is no guarantee on the higher of social and professional competence will be. The improvement of social competence of teacher at Junior High School of Pasarwajo District has not been fully established by the education and training indicators that include adequate frequency and appropriateness of educational materials and training programs.
2. **Managerial Implications**

Related to variables of pedagogical and professional competence, managerial policies is directed to improve the ability of teachers to understand the characteristics of learners; to master learning theories, principles and implementations of reflective activities of the learning outcomes; and to master materials, structural concepts and thought patterns that supports scientific subjects of teaching and the ability to use information and communication technologies in teaching learning process.

1. **Limitations of Research**

The test results by full model of SEM figure that this model fit to the data used for fulfilling the validity and reliability. Yet, there is a value of R- *Square* which is under 30% for personal competence (16.4%) and social competence (21.1%). Furthermore, there are two variables that are not significant to teachers’ performance those are personal and social competences. The object of this study is the teachers who are in charge for national exam so that the teacher cannot be generalized to non-national examination subjects.

1. **Future Research Agenda**

In the present study, there is no correlation between personal and social competence toward the teacher's performance at the Junior High School in Pasarwajo District. So, for the upcoming studies, it needs an intervening variable between personal and social competence on teacher performance. Since this study is only conducted at Junior High School in Pasarwajo district and concerned with subject taught for National Examination, it should be carried forward to broader subjects such as involving all existing teachers in Junior high School in Pasarwajo District.

**Bibliography**

[1] Anak Agung Nyoman Darma,(2012) *Kontribusi Kepemimpinan Kepala Sekola, Budaya Sekolahd dan Iklim Kerja terhadap kualitas profesional guru pada SMA Negeri1 Sukowat*i. Thesis of post Graduate Programs. Ganesha University.

[2] Atik Novitasari. et al. (2012). *Pengaruh Kepemimpinan Kepala Sekolah, Lingkungan Kerja, Pendidikan, Dan Pelatihan Terhadap Kinerja Guru*. Economic Education Analysis Journal; Semarang State University. ISSN 2252-6544

[3] Antiek Yunarningsih, et al. ( 2012) *Pengaruh kepemimpinan Kepala Sekolah dan Pengalaman DIKLAT Terhadap Kompetensi Profesional Guru*. Journal analysis of Economic Education. Vol.1 No.2

[4] Ida Ayu parwati, *et al*. (2013) *Kontribusi Efektivitas kepemimpinan Kepala Sekolah, Kompetensi Pedagogik Guru, Motivasi Berprestasi terhadap Kinerja Guru di SMK Negeri 1 Sukawati*. E-Jurnal of Post Graduate Program. Vol. 4. Singaraja; Ganesha University.

[5] I.W.Karya, *et al*. (2013) *Kontribusi Kompetensi Guru, Sikap Guru Profesional dan Motivasi Kerja terhadap Kinerja Guru SMA Negeri Sukawati*. E-Jurnal of Post Graduate Program. Vol. 4. Singaraja; Ganesha University.

[6] Komang Wiwin Sri Widiastuti.et al,.( 2012). *Pengaruh Kompetensi Profesional Dan Motivasi Kerja Terhadap Kinerja Guru Di SMK Triatma Jaya Singaraja* *Tahun Ajaran 2012/2013*. E-Journal of Post-Graduate Program Ganesha University.

[7] Kunartinah & Fajar Sukoco. (2010). *Pengaruh Pendidikan Dan Pelatihan, Pembelajaran Organisasi Terhadap Kinerja Dengan Kompetensi Sebagai Mediasi*. Journal of Business and Economic (JBE), Hal. 74 - 84 Vol. 17, No. 1 ISSN: 1412-3126

[8] Maryadi.(2010). *Pengaruh Motivasi, Diklat, Iklim Organisasi, Kompetensi, Kepuasan Kerja Terhadap Kinerja Dosen Perguruan Tinggi Swasta Kopertis Wilayah VI Jawa Tengah*. Semarang: Pps Semarang State University.

[9] Mulyasa. (2009). *Menjadi Kepala Sekolah Profesional*. Bandung: Rosdakarya

[10] Siti Lestari dan Sutarno. (2012). *Pengaruh Kepemimpinan Kepala Sekolah Dan Disiplin Kerja Terhadap Kompetensi Guru Dengan Motivasi Berprestasi Sebagai Variabel Moderasi.* Journal of Human Resources Vol. 6 No. 2 pp 161 – 173

[11] Sugiarta. (2012). *Pengaruh Sikap Guru Terhadap Pekerjaan Dan Pengalaman Pendidikan Dan Pelatihan Terhadap Kompetensi Profesional Guru Olahraga SMPN Se-Kabupaten Jepara.* Journal of Educational Management Vol 1 No 3*.* Pps IKIP PGRI Semarang

[12] Tini Kartini, (2011). *Faktor-Faktor Yang Mempengaruhi Kompetensi Profesional Guru di SMK Negeri 1 Lasorang Kabupaten Indramayu*. Thesis of social and politic science faculty, Indonesia University.

[13] Udiyono. (2011). *Pengaruh Kompetensi Profesional Dan Keikutsertaan Dalam Forum Ilmiah Serta Karya Pengembangan Profesi Terhadap Kinerja Guru (Studi Kasus Di Universitas Widya Dharma Klaten).* MagistraJournal No. 76. Issn 0215-9511

[14]Regulation No 14 year 2005 *On teachers and lecturers.* [Http://Luk.Staff.Ugm.Ac.Id/Atur/Uu14-2005gurudosen](http://Luk.Staff.Ugm.Ac.Id/Atur/Uu14-2005gurudosen).