

Teacher Perspectives on Work Performance: A Review in High School Riau Province, Pekanbaru, Indonesia

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Abstract: This study aimed to examine the perspectives of teachers at State High School (SMA) in the Municipality of Pekanbaru towards the performance of their work. This study involves the phenomenon of the existing educational practices in schools; therefore a survey using the questionnaire is conducted. The purpose is for data collection which contains 20 items related to four components, namely, teaching plans, handling the process of teaching and learning, assessment and provision of materials recovery and enrichment. Total 327 teachers were randomly selected from Pekanbaru High School as the samples. Mean analysis was used to measure the level of performance while one-way ANOVA test and MANOVA used to evaluate the differences of performance between male and female teachers and work experience. The findings showed that the level of performance for Pekanbaru High School teachers in all components studied was low and yet not successful in creating an effective teaching. This happened because of the influenced of many factors involving the teachers' spirit and the environmental contingencies. Therefore, teachers need to increase their capability and competency on an ongoing basis through training in order to improve their professionalism level as well as their delivery service. If the work performance measured based on gender, female teachers rise above the male teachers in term of creating effective teaching whilst in terms of work experience, the teachers from category I (4-9 years experience) performed better than the teachers in category II (10-15 years experience) and III (16-25 years of work experience). In conclusion, teachers must identify their weaknesses and maintain the momentum of excellence in providing the best services. Experienced teacher should depict competence and a better quality of service and not vice versa.

Key words: Instructional design, effective teaching assessment, enrichment and recovery, work performance, school

INTRODUCTION

Teachers can play various roles in dealing with the teaching process such as an instructor as a facilitator, instructional leaders and organizers of activities. Students will show a positive response and focus on learning activities, provided if the teacher shows the determination to teach without feeling tired. At present, education is so challenging for teachers as many issues and critiques particularly on the teachers' ability to conduct the class and the quality of teacher training program which is considered as low, not professional, not enough and not relevant to the current challenge.

However, everything depends on the motivation from within and outside itself and the desire of the teachers to undergo training and a series of skills workshops provided by the Ministry of National Education to improve teacher performance. Teachers should attend the courses and training either in the form of short-term or long-term. Quality teachers who have the strength of motivation, in-service training and competency levels may

help expedite the process of achieving its vision and mission of the Indonesian education (Munandar, 2003). Through the courses and training provided will not only provide new knowledge but also will improve teacher's performance. Robbins (2001) states that, the higher the motivation of a teacher then they will have the higher performance because teachers who are motivated automatically will become creative and innovative.

Work performance is a product produced by the workers as the result of the assigned task in a given period (Bernardin and Russell, 1993). Performance actually involves high socialization skills among employees that allow sharing of the values of the same work. Teachers can avoid performance reduction due to burnout if they help each other in the task. Morrison *et al.* (2005) found that the phenomenon of burnout is due to high work pressure, heavy workload and role conflict or role ambiguity. Therefore, teachers should assist among each other as well as often communicate among themselves in solving problems.

Statement of problem: The quality of teaching, coaching and training of teachers and the level of teachers' work are amid the matter of much dispute related to the quality of teacher's professionalism. All these defects become constraints to produce students who are knowledgeable, competent have spiritual and social values. Hence, schools and teachers play an important role as social agents who need to be addressed, particularly in the implementation of the teaching process (Lefrancois, 1995).

Abdulhak (2001) pointed out that the best curriculum (ideal) will not carry any meaning, if the teachers are not committed to deliver and render it to students. Teachers should be wise to interpret the curriculum, facilitate delivery and to provide enrichment materials and recovery but these often cause problems for teachers. This determination can only happen when teachers have a good work performance.

Based on the writer's observation in Pekanbaru High School related to teacher performance, found that there are teachers who still do not have an annual program, the semester program, the program syllabus and lesson plan and still use the teaching aids that are prepared several years before without any renewal or modification, even if the curriculum and teaching methods have changed. Through observation of teaching activities, the researchers also found that there are teachers who only make entries without detailing the description and explanation of the subject being taught.

This finding is consistent with the monitoring report conducted by the Education Department's Riau province in 2006 which states at least 45% of teachers still teaching using the talk's method. This situation is certainly not relevant with the materials and thus do not take advantage of today's information technology development. It can be an indicator that teacher performance is still low as the level of professional competence of teachers is low. A teacher should be accountable to its research, after which they will work hard and show a high sense of responsibility towards his work until he is proud in its work (Cruickshank *et al.*, 2008). There is no reason for a teacher, especially for the state officials to feel less proud of their duties and responsibilities. This is because before becoming a teacher, like most other government officials, teachers' already vowed towards their work responsibilities (Arikunto, 1990).

Literature review: Performance refers to the ability to perform a job. Performance is a measure of quantitative and qualitative in order to assist the achievement of group information in a work unit. Thus, in the context of the teacher and the school, the teacher serves as a manager of

the process of teaching and learning in which the performance is evaluated based on his act as a facilitator. Teachers who perform well are usually successful in its efforts to create an effective and conducive teaching and learning atmosphere through the development of teaching aids and direct students to master the educational purposes.

In the outline of enhancing the status of the teaching profession in Indonesia, in the future someone who wants to become a teacher should pursue the education program of teaching profession and pass a competency test organized by the Board of Education of Teaching Force. This is confirmed by Decree Law, Number 20 (2003) on Education National Education Standards (MONE, 2006).

According to Mulyasa (2005) professional teachers are evaluated based on: the ability to effectively carry out responsibility, the ability to perform the duties well, work and make every effort with full commitment to achieve the objectives and able to lead quality process of teaching and learning actively. According to Joyce and Weil (2004) all teachers who possess the professional duty must be responsible towards the scope of work and other party in the world of education by passing down the good values and norms to the younger generation so that the process of transformation and cultural universal values will take place. As such, educators should be able to create, modify and reorganize the new values. In the context of Indonesia, teachers are responsible to practice the Pancasila and bequeath to the younger generation (MONE, 2006).

The National Education Department has implemented efforts to prepare teachers to be able to meet the curriculum demands and at the same time to perform the duties of teaching and learning in the classroom. The National Education Department has also issued the Teacher Training Curriculum book as a guideline to enhance the professionalism of teachers and action manual to meet national educational standards which have been enacted (DGHE, 2003).

Teacher as an employee must show excellent work performance or to influence others. Performance is considered important because it is associated with other human resource activities such as recognition, training programs and design tasks. This aspect is input and providing output to other human resource activities.

Performance is an important measure of the capacity of an employee in an organization. Hence, the performance is closely related to the value and job evaluation. Performance not only results from the competencies of individual work but it also involves high socialization skills among employees that allow sharing of the values of the same work. In the context of teachers,

the issue of performance deterioration due to burnout has become a serious challenge. Burnout phenomenon that occurs among teachers is due to high work pressure heavy workload, conflict or ambiguity of role that ultimately have a negative impact on job performance.

In relation to the matter, it is important to protect the welfare of teachers in improving performance among them. This case, if implemented will have a big impact because the conducive working environment will reduce stress and promote better quality of work. Every profession either teachers or not, need to have their own values ethics of depending on the profession.

Shahzad *et al.* (2008) also found that human resource practices affect the performance of teachers. The findings of his survey, found that the main practice of human resource namely, benefits, promotion and considerate has a positive correlation to improve performance. On the other hand, the teacher performance assessment practices showed a weak correlation with the performance of teachers. The study found that the evaluation system should be designed to lead to promotion and reward because it has an impact on performance and provide opportunities for the development of professional education.

Larchick and Chance (2004) review the performance of teachers through the study of 400 teachers who were selected at random using the survey method. The study found that in order to maintain excellence in performance, support aspects such as improving the standard of living, welfare, health and economic factors are the things that are needed by teachers. In addition, the study also showed a significant relationship between intervention programs and motivational skills with teacher performance.

Work performance is the depiction of assessment of an active role in assessing the involvement of human resources in the attainment of organizational goals that are based on the application of an assessment system that has been set. In general, the performance of a work made by any person in performing his duties based on trust, effort and opportunity. Work performance is desired productivity of a person in a work do. Hence, the performance also refers to the ability to work.

Robbins (2001) defines teacher performance as a teacher's ability to achieve the goals of an organization or school by setting specific and challenging work goals work may provide an encouragement for teachers to work harder, thereby increasing the motivation and work performance. This statement supports the proposal that states that by providing support in terms of setting specific and challenging work goal will increase teacher performance.

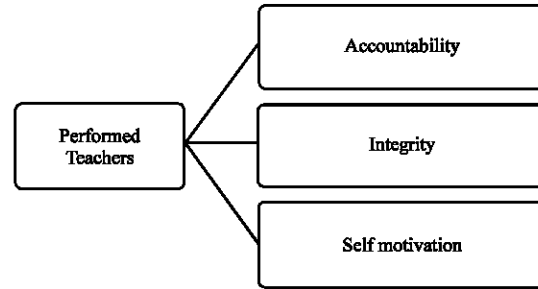


Fig. 1: Characteristics of performance teachers (Leithwood *et al.*, 2002)

According to Leithwood *et al.* (2002) teacher performance not seen in terms of total revenues produced but based on behaviour, personality, responsibility, habits or behaviour of teachers themselves and their students. In fact, the teacher performance assessment can be made by various parties on the teacher being evaluated. High-performing teachers usually tend to find a situation where they can have a personal responsibility to find solutions to problems. They also require fast feedback on performance in order to ascertain whether or not they show progress in the work they do. Figure 1 shows the model characteristics of high work performing teachers.

Two factors that form the basis of the increasing and decreasing of the performance of a teacher's work are: health factors or hygiene factors and motivational factors. The health factor refers to the administration policy, interpersonal relationships with superiors, subordinates and fellow levels, job security, working conditions, wages and supervision. The motivational factor on the other hand is referring to achievement, recognition, responsibility, authority and development.

MATERIALS AND METHODS

According to Kerlinger (1993) for any study that aims to obtain a response to the existing phenomenon that occurs in schools a survey research is the most accurate. He said the more number of samples will provide a more valid and concrete result. Survey is a review instrument for data and can be analyzed accurately.

Respondents that become the samples of this survey is representative of the population and randomly chosen with sound reason that every individual in the population will receive the same opportunities as a sample. The population of this study was the teachers who teach in 12 state high schools (SMA) in Pekanbaru, Riau Province, Indonesia. However, as a result of a random drawing, a total of 327 teachers were selected as samples

for this study. The work performance items constructed with reference to characteristics of teacher quality of work as specified by Suryobroto (1997), namely: planning effective teaching (5 items), measures of teaching and learning (5 items) performance evaluation (6 items) and recovery and enrichment (6 items). Questionnaire for teacher performance is adapted from Mulyasa (2005) and Arikunto (1990).

Point biserial analysis (Varma, 1999) is used to determine the reliability performance testing tool for the study of teachers' work. Reliability index of the questionnaire in terms of job performance is high (0.97). This means that all items are strong can be accepted and used as items in the actual study.

RESULTS AND DISCUSSION

In general the teachers level of work performance is low-medium which has not met the standards set meaning that there are certain criteria that cannot be achieved or are still weak due to internal and external factors related to personal emotions and quality of work until the delivery system is not clear and should be further improved.

Based on Table 1, the teachers demonstrate a high commitment in preparing lesson plan before they begin teaching in the classroom. Teachers have a high awareness of their responsibility of writing the lesson plan format but they still need improvement and guidance in order to meet the requirements and standards of lesson plan set by National Education Ministry. Medium high readings for the lesson plan are considered a very satisfactory performance but not yet meet the criteria of excellence. As an important document of teaching and learning, teachers cannot provide a common style of writing the lesson plan, instead shows that the steps that have been arranged can be realized and effectively implemented.

In relation to the lesson plan provided, the process of teaching in the classroom that involve the interaction with students, educational materials and teaching aids are still at medium high levels, this indicates that the performance of teachers in the context of teaching implementation need to be improved by taking into account any weaknesses that exist, especially in the context of classroom management.

In general the school teachers in Pekanbaru have basic skills in preparing lesson plan but how the breakdown and the predetermined format needs improvement. This study has a perspective on some aspects of preparing lesson plans, such as: update the lesson plan every time, to widen all the teaching components that involve the interaction of teaching aids and student, follow the education syllabus, improve the lesson plan according to administrator comments and consider allocation breakdown in teaching. Preparation of lesson plan still requires the review by the administrators, to ensure fulfilment of the writing format while the teaching and learning process is still dominated by the teacher and does not involve the active involvement of students.

This must be reviewed and reassessed. Prerequisite for measuring the success of the teacher is how to handle the process of teaching and learning with the control of selection of materials and teaching methods appropriate to the needs of students. Feimen-Nemser and Remillard (1996) recognizes the importance of increasing the teachers' capabilities in dealing with the teaching by empowering the teaching materials, choosing the appropriate teaching aids and suitable method. Medium low level obtained would be a sign something must be done so that the knowledge, skills of the teachers can be fully utilized.

According to Awang Had Salleh an important challenge for teachers is how to manage student activities and conduct the learning activities using the technology in teaching. There are also views that the lesson plan is not just records but a preparation that to be realized in real time in the classroom, poor preparation will affect the implementation of teaching (Kearsley, 1997).

During the course of teaching, teachers' ability to identify the various needs of students including excellent students who need enrichment materials and poor students that need restorative materials is a form of special skills to be acquired because enrichment and remedial programs is a part of teaching and learning strategies to be done by teachers. The findings reveal the ability of teachers in this context is still low with low-medium status. Teachers acknowledge the weaknesses that exist mainly in term of providing appropriate materials with the goals and objectives of the assessment itself.

To assess teacher performance in the course of teaching, there are some aspects that used as an indicator namely: review the students' attendance, greetings the students, answer students' questions, use of media technology in teaching and selecting appropriate media with the topic being discussed. Of the five aspects mentioned, three aspects show a moderately high level of

Table 1: Mean scores and standard deviation of the aspects in the constructs of teacher performance

Aspects in the construct of teachers' work performance	Mean	SD	Interpretation
Lesson plan	3.12	0.88	Medium high
Learning process	3.08	0.83	Medium high
Implementation of evaluation	2.89	0.69	Medium low
Recovery and enrichment	2.97	0.60	Medium low
Average mean score (n = 327)	3.01	0.68	Medium low

performance that is good and moderate whilst two aspects are still in the low average level that is media and technology applications with the mean reading of 2.83, $sp = 0.94$ and teachers' ability to choose the appropriate media with means reading of 2.99 and $sp = 0.78$.

As assessment is important in the process of teaching, particularly for measuring the extent of students in mastering the information and materials studied thus assessment is among the key element indicator to measure teacher performance. The findings showed that in the context of teacher performance assessment is medium low with mean readings of 2.89 and standard deviation of 0.69. These findings are consistent with the findings presented found that teachers make less judgments about their teaching that caused them not able to identify their weaknesses and therefore their performance cannot be improved.

Assessment directly related to learning objectives, means that the assessment is whether the seat work, formative or summative evaluation is to measure the understanding of the lessons learned. Therefore, according to Galton (1989), teacher's skill in building evaluation items are very important so it will measure the students; knowledge, understanding and thoughts.

This study used the six aspects that becomes the yardsticks of teacher's skills in the course of assessment that is evaluating each of the topics being taught, the skills to ask questions to the students, checking all terms in the evaluation process and analyze of the evaluation result while the other two aspects is more on technical that involve of reporting the assessment results to school principals and discuss the evaluation results with colleagues. Only reporting to the head showed moderately high level that is good and satisfactory while other aspects of the assessment is still medium low. This finding was also affirmed by Widyoko (2005) in relation to teaching competence of teachers in Purworejo district shows the same weaknesses in terms of teaching and learning assessment.

For remedial and enrichment programs towards improving the performance of teachers in the State High School Pekanbaru, Indonesia as a whole is moderately low. Teachers' skills in terms of enrichment and recovery is a step in improving the performance of subject and solve the students' weakness and they are to provide enrichment and remedial to the students select a critical topic supervision and consultation with the student not forcing students to go for remedial programs to convince the student's on their capability and ability and strive to provide motivation.

In term of the enrichment and recovery aspects, the skills of teachers are moderately high which means teachers can provide enrichment materials for excellent students and remedial materials to students who are weak recovery as well as identifying critical topics, able to convince the student's ability and capability to overcome challenges that exist and can provide encouragement to students, however the teachers are still weak in the aspects of supervision and consultation with the student and the ability to attract broad participation among students to follow the remedial program.

Teacher performances in the context of providing enrichment materials to outstanding students and the preparation of restorative materials to poor students are also moderately low. This situation gives some clues related to the competency of teachers in implementing the enrichment and remedial, namely: the teacher provides the same material to students regardless of their performance, teachers do not have the skills and expertise in building items that distinguish between the form of enrichment and recovery and teachers do not provide different continuous exercise between the two extreme groups of students but taking into account the students in the average category.

According to the Decree of the Ministry of Education (2004), enrichment is the additional information to students to expand their knowledge. Lack of this enrichment is associated with the assessment. When there is lack in the evaluation, the remedial and enrichment are also at a low level.

Based on the discussion, various measures should be implemented to improve the teachers; performance because basically according to Slamet, teachers have a high desire to help improve student performance and clearly had an interest in the teaching profession. Thus, the desire of these teachers ought to be developed through appropriate programs to ensure that their performance is increasing and not easy to be a burn out teacher.

MANOVA analysis is conducted for the differences in the aspects of job performance based on gender. Before MANOVA analysis is conducted, the researchers first conduct tests to determine homogeneity of variance-covariant matrix using Box's M test (Box's M test) as shown in Table 2.

Table 3 shows that the variance-covariant found differences among the dependent variables were significant for all levels of the independent variables with the value $F = 5.62$, $p < 0.01$. This means, variance-covariant dependent variable is not homogenous across the

Table 2: MANOVA test on the different aspects of teacher performance based on gender

Items	Gender	N	Mean	SD	Type III sum of squares	df	Mean square	F-value	p-value
Lesson plan	Male	132	2.98	0.85	4.68	1	4.68	6.08	0.014
	Female	195	3.22	0.90					
Learning process	Male	132	2.94	0.80	4.01	1	4.01	5.94	0.015
	Female	195	3.17	0.84					
Implementation of assessment	Male	132	2.76	0.63	3.92	1	3.92	8.37	0.004
	Female	195	2.98	0.72					
Remedial and enrichment	Male	132	2.86	0.56	2.59	1	2.59	7.32	0.007
	Female	195	3.05	0.62					

Table 3: Box's M test on work performance aspects based on gender

Box's M	F-value	df1	df2	Significant level
56.97	5.62	10	370712.88	0.000

Table 4: Aspects of job performance based on gender (Levene's test)

Aspects	F-value	df1	df2	p-value
Lesson plan	0.89	1	325	0.346
Learning process	2.49	1	325	0.115
Implementation of assessment	0.00	1	325	0.992
Remedial and enrichment	0.16	1	325	0.688

independent variables. However, Levene's test on the significance of every aspect of performance is homogenous ($p > 0.05$) as shown in Table 4.

Table 4 portrays that all aspects of job performance has significantly >0.05 . This shows that the variance-covariant dependent variable is homogenous. Thus, the MANOVA test can be carried out to see the difference aspects of job performance based on gender (Pallant, 2007).

If the measured differences in performance between the genders, these findings show the performance of female teachers in the four components is higher than male teachers, whether in preparing lesson plans, teaching effectiveness, evaluation performance items and the preparation of enrichment and remedial materials. This means that determination and committed attitude of female teachers in the above is better, though still rated moderately low. According to Weiner (1972), many studies have shown the competency of female teachers is higher than male teachers, it is likely due to female teachers constantly improve their knowledge and skills in dealing with the teaching process. The study presented by Hussein Ahmad (1991) found that more female teachers planning the teaching and learning in the classroom more systematic than male teachers in which the male teachers are more likely in areas such as curriculum and school management. However, there are also studies by Ayudin (2012) showed that male teachers presentation of teaching is easier to understand than women because male teachers tend to teach in the form of conceptual whereas female teachers focusing more on facts in delivering their teaching in the classroom. This study also investigated the variables of work experience are classified into three groups of seniority (Table 5).

Table 5: Teachers based on work experience

Groups	Work experience (years)
I	4-9
II	10-15
III	16-25

Table 6: Mean analysis and standard deviation

Work experience (years)	n = 327	Mean	SD
4-9	120	3.23	0.63
10-15	134	3.02	0.66
16-25	73	2.62	0.64

Table 7: Analysis ANOVA work performance differences based on work

Work performance	Total square two	df	Mean square two	F-value	p-value
Between group	16.93	2	8.47	20.41	0.000
In group	134.39	324	0.41		
Total	151.33	326			

Table 8: Test Post Hoc Turkey work performance based on experience

Work experience (years)	(I)	(J)	Mean difference		
			(I-J)	Error	p-value
4-9	10-15		0.21(*)	0.08	0.025
		16-25	0.61(*)	0.10	0.000
10-15	4-9		-0.21(*)	0.08	0.025
		16-25	0.40(*)	0.09	0.000
16-25	4-9		-0.61(*)	0.10	0.000
		10-15	-0.40(*)	0.09	0.000

ANOVA one-way analysis is carried out to identify the differences in teacher performance based on experience. One-way ANOVA analysis results shown in Table 6 and 7.

Table 6 shows experienced teachers work 4-9 years have a higher performance with a mean of 3.23 and standard deviation of 0.63. Then followed by experienced teachers from 10-15 years with a mean of 23.02 and standard deviation of 0.66. While for experienced teachers is 16-25 years with a mean of 2.62 and standard deviation of 0.64.

Turkey Post Hoc test was carried out to see the performance differences based on work experience in detail. Post Hoc analysis of test results can be viewed Turkey as shown in Table 8.

Table 8 shows that there are significant differences in term of teachers' work performance for teachers with 4-5 years of working experience with teachers who work 10-15 years of experienced and record the difference

in mean = 0.21 and sig = 0.025. Where the mean performance of experienced teachers' work 4-9 years is higher when compared to teachers with experience of 10-15 years. There is a significant difference in the mean of teacher performance with experienced of 4-9 years with experienced teachers who work 16-25 years with a record mean difference = 0.61 and sig. = 0.000. Where the mean performances of experienced teachers of work 4-9 years are higher when compared with experienced teachers who work 16-25 years. Next, there is a significant difference in performance for experienced teachers who work 10-15 years with experienced teachers who work 16-25 years with a record mean difference = 0.40 and sig. = 0.000. Where the mean performance of experienced teachers who works 10-15 years is higher when compared with experienced teachers who work 16-25 years. This item reinforced by Idrus (2009) that many ways should be done to improve the performance of the assigned teacher at the school through education in the department. The aim is to improve the teaching skills, mastery of material taught as well as commitment and motivation of teachers to teach. The study also shows that there is dissimilarity of teachers' working experience in teacher performance. New teachers perform better than the old teacher.

Overall, there were significant differences in teacher performance aspect based on work experience for category I, II and III. It means that the practice and responsibilities of teachers in lesson plan, learning, assessment and remedial and enrichment showed a significant difference. The Group I of teachers is better in term of performance in preparing lesson plans, conduct and evaluate the teaching process as compared to group II and III.

Implications of study: This study has implications especially for teachers in SMAN in Pekanbaru Riau itself. Based on the studies it is found that work performance of teachers in high schools in Pekanbaru not yet reached the satisfactory stage, therefore various efforts needs to be done by the Ministry of Home Affairs Pekanbaru to improve the qualities of education, especially in the process of teaching and learning of teachers in schools in the form of a strategy, techniques and approaches used in line with present developments based on information that is easily accessible by students and teachers. Left out in terms of getting the latest information will make students become bored with teaching delivered by the teacher and the teacher always update the latest announcement in the teaching process.

The study also found that there is a distinction job performance of teachers in SMAN Pekanbaru Riau

Indonesia based on gender in all aspects studied namely instructional design, learning processes, assessment and implementation of remedial and enrichment. The same goes to the difference based on the aspects of working experience, this show that the program for improving the performance of teachers should be designed to serve the purposes of diversity in the background so that it can give impact in improving the teachers' work performance. The programs to improve teachers' job performance is must be applied regularly in term of school management level as well as in service training that is conducted at the national level.

Although, the study was carried out indirectly in Indonesia SMAN Pekanbaru, it also describes the situation of teachers throughout Indonesia. This is because the Indonesian teachers are experiencing the same training before the submissive as a secondary school teacher. Apart from that the environment and demographics of teachers throughout the school in Indonesia do not show much differences among others, hence, the ministry should plan an instructional design as a whole to improve the performance of teachers instead of only in Pekanbaru but also at the national level.

CONCLUSION

This study shows the need for teachers to continue improving the effort to own a good competence so that it will give an impact towards their role in school primarily to guide students and provide a quality service. Important principles that need to be owned by every teacher is committed attitude in his form of work and avoid burn out by cultivating the culture of lifelong learning and enhance professional competence through in service training so that ubiquitous flaws can be corrected and the teacher's strength is perpetuated. Teachers also need to be skilful adept at using technology and being innovative in teaching and sensitive to the change and growth in education.

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