

# THE TEACHER PERFORMANCE APPRAISAL SYSTEM IN IMPROVING TEACHERS PERFORMANCE IN LIMBOTO DISTRICT

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## ABSTRACT

This study aims to: 1) Know and analyze the teacher performance appraisal system in improving teacher performance in Limboto District; 2) Knowing and analyzing the factors that determine the success of the teacher performance appraisal system in improving teacher performance in Limboto District.

The method used in this research is descriptive qualitative method. The research subjects were junior high school teachers in Limboto District, Gorontalo District. This research technique is observation, interview and documentation, namely primary data (data directly obtained from the source, through interviews) and secondary data (data obtained indirectly from the source, through documents or written notes). The data analysis technique used in this study was the interactive analysis model from Milles and Huberman. The data validity test includes credibility, transferability, dependability, and confirmability tests.

The conclusion of this research is that the Teacher Performance Assessment System used will be very practical if it is supported by the internet network. As for schools that are not connected to the network, they can carry out input in areas that have a network. In addition, this application is very easy to use, the use process is light because there are not many features and is very simple to use, so that it can improve the performance of teachers in Limboto District.

**Keywords:** system, assessment, teacher performance

## INTRODUCTION

Education is a very strategic vehicle for improving the quality of human resources, which is a determinant of development. Education is a conscious effort to prepare students through guidance, teaching, and / or training activities for their future roles [3]. With no intention of understating the contribution of the other components, the education staff or teacher component is one of the most essential factors in determining the quality of students. The teacher as a professional stakes his profession on the quality of his

work. This confirms that quality performance will describe the professional quality of a teacher, and vice versa, performance below work standards illustrates the failure of teachers to respect their own profession [2].

Teachers are the main actors in education, therefore their quality must be improved. The birth of Law No. 14 of 2005 on teachers and lecturers requires all educators to master four competencies, pedagogical, personal, social and professional. Because the teacher must be

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able to act as a figure of inspiration, motivator, dynamist, facilitator, and communicator in mobilizing, exploring, and developing the potential of students. So that in the implementation of standard educational processes, teachers are a very important component.

In connection with this, it is necessary to have the guidance and development of the teaching profession as seen as a form of commitment to reforming the pattern of education in order to achieve the quality of education as expected. Teacher performance is real behavior as a work achievement displayed by a teacher to carry out the educational process in schools or educational institutions.

In this case the quality of a teacher can be seen from the performance or performance in carrying out their duties. So that in order to measure the performance of a good teacher, a good performance measurement tool is needed which is suitable to increase its performance, a good evaluation is needed so that the quality of teachers is increasing.

The results of PK GURU can be used to compile teacher performance profiles as input in the preparation of a Continuous Professional Development (PKB) program. The results of the PK GURU are also the basis for determining the acquisition of teacher credit points in the context of teacher career development as mandated in the Regulation of the Minister of State for Administrative Reform and Bureaucratic Reform Number 16 of 2009 concerning Teacher Functional Positions and Credit Score. If all of this can be carried out properly and objectively, the government's aspiration to produce "intelligent, comprehensive and highly competitive people" will be realized more quickly.

In Gorontalo District, the teacher performance appraisal program, which is one of the efforts to improve the quality

of education and improvement of the teaching force, started in 2012 with a manual system where the principal must take a performance appraisal form at the Education Office using predetermined requirements, along with with technological developments in late 2013 and 2014 carried out online to improve prime public services so that the service system in education can be faster, more accurate and accountable. The existence of PKG program reporting has created many gaps in the community starting from the system, program socialization, how to use it, and many other problems.

The research problem that the researchers found when researchers reviewed the field and also according to what was stated by the community in the first supporting media for the teacher performance appraisal program (PKG) was that the human resources who run educational services were not yet maximal. Second, there was a communication factor that was not comprehensive in the programs. the teacher performance enhancement support program (PKG), thirdly there is no great ability for human resources in several schools to develop the ability so that improving the quality of education can be in accordance with the objectives of the Gorontalo District Education Office. Then there was a problem raised by the community that after the teacher performance appraisal program each learning material changed for the better but in its implementation it had not run optimally in accordance with the goal of forming a teacher performance appraisal program (PKG).

In general, teacher performance appraisal has two main functions, namely to assess the ability of teachers and to calculate teacher credit scores for their performance. The results of teacher performance appraisals are expected to be useful in determining various policies related to improving teacher quality and perfor-

mance. Teacher performance appraisal for schools / madrasahs is a reference for determining teacher career development and promotion. For teachers, teacher performance appraisal is a guide to find out individual strengths and weaknesses in order to improve the quality of their performance. The teacher performance evaluation process still uses a manual assessment system which causes the performance evaluation process to be relatively long [6].

Based on the results of preliminary observations made by researchers, the teacher performance appraisal system is still not optimally implemented. This is because the PKG input data is often late due to the very limited human resources in charge and is not balanced with the number of teachers in Limboto District. From the results of observations made for junior high school teacher data in 2018 amounted to 140 and in 2019 amounted to 135 people.

The standardized data for teacher performance appraisal shows that if the teacher's assessment score gets 91-100 (very good), a score of 76-90 (good), a score of 61-70 (enough), a score of 51-60 (poor). This value is obtained from the predetermined competencies such as pedagogic, personality, social, and professional which each have a pedagogic weight of 30%, personality 20%, social 20%, professional 30%. Judging from the performance given by SMP Se Limboto District teachers, there are still many teachers who have not given optimal performance.

In the 2019 period, each competency, namely: pedagogic, personality, social, and professional, addressed the sub-optimal performance results of all 135 teachers. This can be seen from the respective values of the competency, such as the pedagogy of 30 teachers (enough), 105 people (good), from each indicator. The personality of the teachers is 90 peo-

ple (very good), 10 people (enough), 35 people (good) from each indicator. Social number of teachers is 90 people (very good), 45 people (good) from each indicator. The number of professional teachers is 80 people (good), 55 people (enough). Of each competency and the indicators contained therein, more show less teacher performance, where the competencies are pedagogic and professional competencies. Like professional competence, seen from the indicators, a teacher is required to develop professionals through understanding competencies. However, in reality, some teachers in Limboto District, are still not good at implementing learning methods that make students less absorbing the lessons and the lack of use of the media for learning used by a teacher.

Based on the phenomena and data obtained from the results of preliminary studies, the teaching performance of teachers still needs improvement. The results of observations made by researchers of the low UKG score of teachers are due to the fact that many teachers prefer to use the lecture method when teaching and only use textbooks and conventional media in delivering learning material, the provision of teaching administration such as lesson plans is still not optimal. The not optimal provision of teaching administration for teachers can be seen from the fact that there are still some teachers who do not prepare lesson plans before teaching, and teaching administration is made when there will be an inspection by the principal and school supervisor only.

In addition, the phenomenon found by researchers in the field shows that the PKG data obtained has not been integrated with other data because it is still an excel file, and is still manually inputted by 4 HR operators at the Gorontalo District Education Office so that it takes time and does not match the time spent. expected.

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The implementation of teacher performance appraisals in remote areas, which have not been touched by the internet, also experienced difficulties in accessing the online system, so that teachers were forced to do it manually. So this problem, it is necessary to create a system that can assess teacher performance online, and can integrate manual teacher performance appraisals (Excel) with a database so that the data on the results of the evaluation of teacher performance is faster.

Based on the above background, the research problem can be formulated as follows:

1. How is the teacher performance appraisal system in improving the teaching profession in Limboto District?
2. What are the factors that determine the success of the teacher performance appraisal system in improving the teaching profession in Limboto District?

Teacher Performance Assessment of Teacher Professionalism at SMP NU. This research is a type of field research (field research). Therefore, the object under study is an object in the field that is able to provide information about the research study. This study shows that [7]:

1. Teacher performance can be measured by conducting an assessment of teacher performance which is an activity to foster and develop professional teachers carried out from teachers, by teachers, for teachers. The principal assesses the implementation of learning including pre-learning (checking class readiness and perceptions), core activities (mastery of material, learning strategies, utilization of media / resources, assessment of learning processes and outcomes, use of language), and closing (reflection, summary and follow-up),

2. The principal's efforts to improve teacher professionalism by providing:
  - a. Coaching to teachers in preparing lesson plans,
  - b. Monitoring teachers in implementing learning,
  - c. Supervising the running of educational activity programs,
  - d. Checking the condition and integrity of madrasah facilities to support student achievement,
  - e. Evaluate through briefings and meetings of educational programs.

Analysis of Teacher Performance Appraisal (PKG) in Its Efforts to Ensure Teacher Quality in the Classroom [1]. This research shows that the implementation of the PKG that has been carried out so far is not in accordance with the provisions. In addition, indications of the lack of seriousness of schools in implementing teacher quality assurance were clear when it was found that teachers had not experienced PKG with more than 3 years of service. Meanwhile, on the other hand, the school documentation stating that the teacher is good in the Teacher Performance Assessment, and is certified is not in accordance with the observations of researchers and the results of in-depth interviews with several students regarding the quality of the teacher. For this reason, it is felt that school leaders really need to control teacher performance appraisals by making students evaluators in teacher performance assessments if the PKG that has been carried out so far has not been considered credible in the validity of the data information.

Development of an Information System for Teacher Performance Assessment Using the Web-Based Rational Unified Process (RUP) Method (Study at SD Negeri Prigen 1). SD Negeri Prigen 1 is a basic education institution located in Pasuruan Regency. SD Negeri Prigen 1

has human resources including a teacher. This causes obstacles, namely complicating the calculation process, making reports and recap assessments. An information system is needed to solve these problems [4].

In developing this system, the RUP method is used because in order to balance the needs and priorities of stakeholders and unclear system requirements. The teacher assessment information system produces a number of 19 features. The black box test succeeded in testing 43 validation test items, while the compatibility test resulted in minor and major issues in several browsers. UAT get the final result 90% or strongly agree that it can be accepted by the user. Therefore, with the teacher performance appraisal information system can solve problems such as the teacher performance appraisal process becomes faster and more efficient and simplifies the process of making reports.

In measuring teacher performance, Gorontalo District implements a teacher performance appraisal system in identifying a teacher's ability to carry out his duties through measuring the mastery of demonstrated competencies and employee performance targets (SKP).

Teacher Performance Appraisal (PKG) is an activity to identify and determine the ability or competence of teachers in carrying out their duties. This teacher performance appraisal includes planning and implementing learning, evaluating and assessing, analyzing the results of the assessment, and carrying out follow-up on the results of the assessment. Furthermore, teacher performance appraisal is also seen from the mentoring process including: planning and implementing guidance, evaluating and assessing the results of the guidance evaluation of guidance, and carry out follow-up on the results of guidance, while the following assessments are assess-

ments of additional tasks consisting of: additional tasks that reduce face-to-face teaching hours and those that do not reduce face-to-face teaching hours.

From the results of the researchers' preliminary observations, when viewed from the 3 indicators, the assessment of teacher performance, especially in Limboto District, is still far from expectations. Judging from the implementation of learning, there are still many teachers who have not carried out planning starting from the preparation of the syllabus, to the evaluation of the students themselves. Furthermore, seen from the mentoring process, there is no guidance process for students who commit violations of school discipline, so that the guidance is only impressed. limited to a warning without accompanying it completely. In the process of additional assignments, there are some teachers who still do not understand additional tasks other than as education personnel, so that when given additional assignments, there are often misunderstandings between fellow teachers.

This issue conveys a message that the implementation of teacher performance appraisals has not been going well. This teacher assessment should need improvement so that it can improve teacher performance, especially in Limboto District, Gorontalo District.

## RESEARCH METHOD

In this research, the method used is a qualitative approach. suggests that qualitative research methods are research methods based on the philosophy of positivism [8]. define qualitative methods as research procedures that produce descriptive data in the form of written or spoken words from people or observable behavior.

With this method the authors explore, describe/describe phenomena in the field as they are, meaning that research relies

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more on the existing theoretical framework, without being tied to the necessity of making hypotheses.

The research has been conducted for 2 (two) months, from September to October 2020 and the research locations will be carried out in several Gorontalo District Education Offices which are related to the teacher performance appraisal system in improving teacher performance in Limboto District.

The teacher performance appraisal system in improving teacher performance in Limboto District with the following sub-focus:

1. Implementation Procedure,
2. Suitability of Teacher Performance,
3. Suitability of Teacher Data.

Factors that influence the teacher performance appraisal system in improving teacher performance in Limboto District with the following sub-focus:

1. Individual Factors,
2. Data Validity Factors,
3. Internet Network Factors

The stages of the research design carried out by the researcher are as follows:

1. Problem identification in this process the researcher initially identifies the teacher performance appraisal system that is still not optimal, then the carrying capacity of the local government in the teacher performance improvement program,
2. Data analysis in this study is to analyze data using interviews and documentation at the research location,
3. Defining problems after the identification and data analysis process, the researcher formulates the problems studied at the research location,
4. Research focus in this study is focused on system analysis Assessment of teacher performance in improving

teacher performance in Limboto District,

5. Data collection techniques in this study using observation, interview and documentation techniques.

The implementation of this research is the result of field research based on facts obtained from data collection through field research such as interviews, observation, documentation and literature research or data obtained from other sources. Such as books, literature, or lecture notes.

The data sources used by the author in this study are primary and secondary data sources. The selection of informants in this study using purposive sampling technique, as stated by Rachmat Kriyantoro in the book Practical Techniques of Communication Research, is: "The main problem in purposive sampling technique in determining criteria, where the criteria must support the research objectives.

Some qualitative research often uses this technique in exploratory observational research or in-depth interviews. Usually this technique is chosen for research that prioritizes data depth rather than for generalizable representative purposes [8].

In this study, the research informants in the implementation of public policies were considered able to provide the information needed to researchers. Data collection techniques in this study used observation, interview and documentation techniques. According to the type of data needed in this study, namely primary data (data that is directly obtained from the source, through interviews) and secondary data (data obtained indirectly from the source, through documents or written notes), the authors use three data collection techniques, namely: observation, interviews and documentation. The data analysis technique used in this study was

the interactive analysis model from Milles and Huberman.

### **Data Validity**

The data validity test according to includes [8]:

1. Credibility,
2. Transferability,
3. Dependability, and
4. Confirmability (objectivity) tests.

## **RESEARCH FINDINGS**

1. Teacher performance appraisal system in improving teacher performance in Limboto District:
  - a. Assessment Procedure for Teacher Performance Appraisal System in Improving Teacher Performance in Gorontalo District,
  - b. Suitability of Teacher Performance in Teacher Performance Assessment System in Improving Teacher Performance in Limboto District, Gorontalo District,
  - c. Consistency in Teacher Performance Assessment System in Improving Teacher Performance in Limboto District, Gorontalo District.
2. Factors that determine the success of the teacher performance appraisal system in improving teacher performance in Limboto District:
  1. Individual Factors,
  2. Data Validity,
  3. Internet Network.

## **DISCUSSION**

### **Teacher Performance Appraisal System**

Based on the results of the study, it was found that the procedure for implementing teacher performance appraisal was based on 3 groups of teachers, namely subject teachers, school teachers, and teachers with special additions. For subject teachers, assessment is carried out before, during, and after the implementation of the learning process.

Meanwhile, monitoring is carried out to assess teacher performance through document inspection, interviews with assessed teachers, and/or interviews with school residents. Class/subject teacher performance appraisal, BK/counselor teacher performance appraisal is done by comparing the results of analysis of planning documents and other supporting documents as well as notes on observations and interviews with students, parents and fellow teachers with the assessment rubric that is available in the performance appraisal instrument package.

In addition, the teacher performance appraisal procedure is carried out in 4 (four) stages, namely: the preparation stage, the implementation stage and the assessment stage. Teacher performance appraisal is carried out in schools by the school principal, if the principal cannot carry out it himself (for example because the number of teachers is considered too many), the principal can appoint a supervisor or PKB coordinator or other teacher who meets the criteria as assessors.

In addition, the procedure for implementing teacher performance appraisals in schools is carried out for one year running, the assessment aspect contains the main duties of the teacher which includes planning, implementation and evaluation as well as other matters related to the teacher's ability to master the media and teaching methods. Meanwhile, those who carry out the assessment are the principal who is assisted by senior teachers. The things that are noted in the assessment are related to pedagogical and professional competencies to determine the extent of the teacher's career in carrying out their performance tasks for one year.

Teacher performance appraisal activities begin with self-evaluation activities carried out at the beginning of the semester. The time span between the implementation of self-evaluation activities

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and teacher performance appraisal activities is 2 semesters.

Within that timeframe, teachers are required to carry out continuous performance development activities to obtain performance coaching before participating in teacher performance appraisals. This self-evaluation is carried out to obtain a teacher competency profile which is useful as one of the bases for the principal / madrasah and / or sustainable performance development coordinator to plan a continuous performance development program that must be implemented by the teacher.

Self-evaluation and the preparation of a continuous performance development plan are carried out within 4-6 weeks at the beginning of the semester that has been determined or around January-February. Teacher self-evaluation documents and individual teacher continuous performance development plans can be seen in the continuous performance development guide.

For teachers who transfer in the middle of the school year, self-evaluation can be obtained / using the results of the self-evaluation carried out at the original school. The results of this performance appraisal are used as the basis for proposals for determining the annual credit score for teachers to the credit score assessment team.

The results of the performance appraisal at the end of the 2 semester timeframe are also used as one of the bases for implementing sustainable performance development for the next 2 semesters in addition to the results of self-evaluation which must be carried out periodically. This assessment is also carried out on teachers in accordance with applicable regulations.

The reference for the implementation of activities is based on MENPAN RB Regulation Number 16 of 2009, which is carried out in accordance with the exist-

ing procedures for each assessed indicator. The implementation of the assessment is carried out in one year by the principal and assisted by several senior teachers at the school.

The important points that are assessed are about teacher planning, implementation of learning and how teachers evaluate students. What is no less important is the performance of teachers that is supported by the success of students in school.

Based on the results of the study, it was found that before entering the teacher performance appraisal system, the teacher performance appraisal was carried out through filling out the instruments carried out by the assessors. In this case the assessor assigns a value to each performance indicator for each dimension of the teacher's main task with a value scale of 1, 2, 3, or 4. main teachers can be observed and/or monitored, as follows: provide a statement of YES (1) or NO (0) for each item of assessment for each main task performance indicator with the help of a performance indicator assessment rubric.

Furthermore, after this instrument is filled in, the operator will input the assessment data through the PKG system. In addition, the appropriateness of the assessment is also based on the suitability of work and educational background.

Placement of teachers in fields of study that are not in accordance with educational backgrounds also plays a big role in influencing teacher performance assessments. Placing teachers according to their expertise absolutely must be done [5]. If the teacher is given an assignment that is not in accordance with their expertise it will result in a decrease in the way they work and the results of their work, it will also cause a sense of dissatisfaction in a teacher.

Teachers and assessors are able to understand the competency statements



and indicators of teacher professional competency assessment as a whole, so that they both know about the aspects being assessed and the bases and criteria used in the assessment are accountable, useful, transparent, practical, goal-oriented, confidential, and goal oriented and sustainable. Thus, the Teacher Performance Appraisal System in teacher performance increases.

### **The Consistency of the System**

Teacher performance appraisal is a system designed to identify and evaluate teacher performance which is primarily related to teacher competence, namely pedagogical competence, personality competence, personal performance competence, and social competence. This is done to improve and develop these competencies, so that educators are able to carry out and carry out their duties properly. Assessment of teacher performance is a reference for schools / madrasahs to determine career development and teacher promotion. For teachers themselves, teacher performance appraisal is a guide to find out the elements of performance being assessed.

The results showed that the assessment of teacher performance in the Limboto sub-district has been carried out consistently in the form of an objective, fair, transparent assessment. The entire data obtained as a teacher performance measurement was obtained in accordance with the data in the field. Judging from the transparency, teachers can see the measure of their performance through each account. Teachers can see the value of their achievements. In this system no one can replace the data listed in the system because all of the data has been synchronized with the operators of the Gorontalo District Education and Culture Office.

In addition, to maintain consistency in the performance appraisal of teachers in Gorontalo District, there is assistance

from various parties, including regional coordinators and the Office to monitor and for teachers who do not reach the minimum standard Good. In addition, the Gorontalo District Education and Culture Office involves outstanding teachers as assistants to overcome and find the best solution to the teacher's problems. On the other hand, if in the performance appraisal process, the teacher in question does not want to accept the results of the assessment, the assessment process will be repeated.

### **Factors Affecting the System**

#### **Individual Factors**

Individual factors in the form of competence and motivation are the main factors that affect teacher performance appraisals. Psychologically, teacher competence consists of potential abilities (IQ) and reality abilities (knowledge+skills).

Based on the results of observations and interviews, it can be concluded that in supporting teacher performance appraisal, individual factors in the form of teacher competence are an absolute requirement for the success of this system.

#### **Data Validity**

Based on the results of interviews and observations of key respondents above, the researcher concludes that the Teacher Performance Appraisal system really meets the valid, reliable and practical criteria because it is supported by the aspects that are considered to actually measure the components of the teacher's task in carrying out learning, mentoring, and / or other tasks relevant to the function of the school / madrasah.

From this description, the teacher performance appraisal system by utilizing the informatics system can facilitate teacher performance appraisal and the data presented is more accurate than the manual assessment system. The results of this study are reinforced by who explains that valid is the degree of accuracy between the data that actually

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occurs on the object and the data collected by researchers using the proper scientific research methods or methods [8]. So that the teacher performance appraisal system can be said to be valid if the aspects that are assessed can actually measure the components of the teacher's task in carrying out learning, mentoring, and / or other tasks that are relevant to the function of the school / madrasah.

### Internet Connection

Teacher performance appraisal using applications is very dependent on the availability of the internet network. The internet has two important roles, namely as a data source and information source, as well as a means of exchanging data and information. As a source of information, the internet stores various types of information, we can exchange information from one computer to another without being limited by distance and can be done in a relatively fast time. However, the internet will be the main cause of delays in delivering information. In the world of education, apart from being a learning resource, the internet is used in the process of inputting data in the teacher performance appraisal system.

All systems run well if the internet network is good. This can be seen from the assessment output obtained by using this system, by using the internet, the output of the PKG system can be seen directly on its performance, regional coordinators can facilitate low-performing teachers, and supervisors take part in achieving performance standards, and more importantly. Again, the Education Office can directly see and control the attitude in penginputannya. I think this is very good and needs to be fixed.)

Based on the above statements, I as a researcher can conclude that the system used will be very practical if it is supported by the internet network.

Meanwhile, schools that are not connected to the network can input in areas that have a network. In addition, this application is very easy to use, the process of using it is light because there are not many features and it is very simple to use.

### CONCLUSIONS

Based on the discussion in the previous chapter, the conclusions of this study are as follows:

1. The teacher performance appraisal system in improving the teaching profession of SMP Se Limboto District, Gorontalo District is appropriate
  - a. Teacher performance appraisal procedures. based on 3 groups of teachers, namely subject teachers, BK teachers, and teachers with special additions, through the planning, implementation and input stages.
  - b. The suitability of the teacher performance appraisal is seen from the filling of the instruments performed by the assessors. In this case the assessor assigns a value to each performance indicator for each dimension of the teacher's main task with a value scale of 1, 2, 3, or 4.
  - c. Assessment is objective, fair, transparent. Overall data obtained as a measurement of teacher performance was obtained in accordance with existing data in the field.
2. Factors that influence the teacher performance appraisal system in improving the junior high school teacher profession in Limboto District, Gorontalo District include:
  - a. Data Validity, namely the data input in the system actually meets the criteria of being valid, reliable and practical because it is supported by the aspects assessed

actually measure the components of the teacher's task in carrying out learning, mentoring, and / or other tasks that are relevant to school / madrasah functions.

- b. Individual factors in the form of teacher competence are an absolute requirement for the success of this system. Because psychologically, teacher competence consists of potential abilities (IQ) and reality abilities (knowledge + skills). This means that a teacher who has a high educational background and is in accordance with his / her field and is skilled in doing daily work, will find it easier to achieve the expected performance.
- c. The system used is very practical to use in an effort to assess teacher performance in Limboto District, Gorontalo District. Meanwhile, schools that are not connected to the network can input in areas that have a network.

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