

**MANAJEMEN PENGEMBANGAN KOMPETENSI GURU
BERBASIS KEBUTUHAN SEKOLAH**
*(Studi Kasus Pada Guru-guru SMP Avicenna Jakarta dan Depok
Yayasan Pendidikan Avicenna Prestasi)*

DISERTASI

Diajukan untuk memenuhi sebagian syarat untuk memperoleh gelar Doktor Ilmu Pendidikan
Program Studi Administrasi Pendidikan

Disusun oleh:

**WAWAN KARSIWAN
NIM: 1605150**



**PROGRAM DOKTOR ADMINISTRASI PENDIDIKAN
SEKOLAH PASCASARJANA
UNIVERSITAS PENDIDIKAN INDONESIA
2020**

**MANAJEMEN PENGEMBANGAN KOMPETENSI GURU
BERBASIS KEBUTUHAN SEKOLAH**
*(Studi Kasus Pada Guru-guru SMP Avicenna Jakarta dan Depok
Yayasan Pendidikan Avicenna Prestasi)*

Oleh:

Wawan Karsiwan
Dr. Administrasi Pendidikan, 2020

Sebuah Disertasi Diajukan untuk Memenuhi Sebagian dari Syarat Memperoleh
Gelar Doktor (Dr.) Ilmu Kependidikan Bidang Administrasi Pendidikan

© Wawan Karsiwan, 2020
Universitas Pendidikan Indonesia
Juli, 2020

Hak Cipta dilindungi undang-undang.
Disertasi ini tidak boleh diperbanyak seluruhnya atau sebagian,
dengan dicetak ulang, difoto kopi, atau cara lainnya tanpa ijin dari penulis.

ABSTRAK

Penelitian ini bertujuan untuk menggali pelaksanaan efektifitas program pengembangan kompetensi sesuai dengan kebutuhan pengembangan sekolah. Efektifitas program pengembangan kompetensi guru, salah satunya ditentukan oleh proses analisis kebutuhan yang dilakukan, sehingga program pengembangan yang dilaksanakan mampu memenuhi kebutuhan nyata sekolah dan guru-guru. Oleh karena itu, menjadi penting program pengembangan kompetensi guru dengan tata kelola yang efektif.

Metode penelitian yang digunakan adalah metode penelitian mix method, dimana dalam penelitian ini digali permasalahan penelitian dengan dua jenis data, baik kualitatif maupun kuantitatif. Secara spesifik, metode mix method yang digunakan adalah metode sequential eksploratif method, dimana dalam penelitian ini tahapan penggalian data dilakukan terlebih dahulu dengan pendekatan kualitatif, selanjutnya kuantitatif dan pada bagian akhir kualitatif dalam menginterpretasikan hasil penelitian. Beberapa teknik pengumpulan data yang digunakan adalah: pedoman wawancara, angket, self-assessment inventory, observasi, focus group discussion dan dokumen-dokumen yang berkaitan dengan kebijakan pengembangan guru. Sampel Penelitian yang menjadi sumber data dalam penelitian ini terdiri dari beberapa pihak, yaitu: Yayasan sebagai pembina dan pengelola SMP Avicenna, Kepala Sekolah SMP Avicenna Jakarta dan Depok, Guru-guru SMP Avicenna Jakarta dan Depok. Analisis data dilakukan secara kualitatif dan kuantitatif.

Melalui uji coba model manajemen pengembangan kompetensi guru berbasis kebutuhan sekolah yang telah dikembangkan, diperoleh hasil bahwa terdapat peningkatan kompetensi terhadap 26 peserta dari keseluruhan peserta sebanyak 30 orang. Sementara dua orang peserta menunjukkan hasil yang sama, baik pra dan uji coba model. Dan hanya dua orang peserta yang mengalami penurunan. Dan melalui observasi, Nampak pada beberapa aspek pengamatan, peserta menunjukkan kesiapan dalam mengikuti program pelatihan, proses dinamika kelompok terjadi selama proses pelatihan berlangsung dengan melakukan pembagian peran, dan peserta merasa nyaman selama mengikuti program pelatihan dengan penuh semangat. Pada bagian akhir pelaksanaan uji coba model melalui pelatihan ini, pada setiap kelompok mampu menghasilkan produk.

Kata kunci: *Manajemen, Pengembangan, Analisis Kebutuhan, Kompetensi Guru, Program Pengembangan.*

ABSTRACT

This research aims to explore the effectiveness of competency development program in accordance with the needs of school development. The effectiveness of the Teacher Competency Development program, one of which is determined by the process of necessity analysis, so that the development of the program which was implemented could fulfill the primary needs of the schools and teachers. Therefore, it is important to manage teacher competency development program effectively.

The research method used in this study is mixed-method, in which the research is excavated research problems with two types of data, both qualitative and quantitative. Specifically, the mixed method used here is the sequential explorative method, wherein this study the stage of data collection was firstly done in advance with a qualitative approach, then followed by quantitative approached, and lastly finished with a qualitative approach again to interpret the results of this research. Some of the data collection techniques that are used were Interview with guidelines, questionnaires, Self-assessment inventory, observation, focus group discussion, and documents which are related to teacher development policy. The research samples that become the source of data in this research consist of several parties, namely: the social foundation as the founder and manager of SMP Avicenna, principal of SMP Avicenna Jakarta and Depok, and junior secondary school teachers of Avicenna Jakarta and Depok. Data analysis is done qualitatively and quantitatively.

Through the Trials of competency development management model based on school needs that have been developed, it obtained the results that there is an increase in competence of 26 participants from the total participants as many as 30 people. While two participants showed similar results, both pre and trial models. Moreover, there were only two participants who have decreased. Through observation, it could be seen in some aspects of observation that the participants showed readiness in the training program, the process of group dynamics occurred during the training program by conducting a role division, and the participants felt comfortable during the training program with vigorously. At the end of the implementation of the model trials through this training, each group was able to produce products.

Keywords: *development, management, needs analysis, teacher competence, development Program.*

DAFTAR ISI

Lembar Hak Cipta	ii
Lembar Pengesahan	iii
Abstrak	iv
Daftar Isi	v
Daftar Lampiran	viii
Bab I Pendahuluan	
A. Latar Belakang	1
B. Identifikasi Masalah	12
C. Fokus Penelitian	14
D. Pertanyaan Penelitian	15
E. Tujuan Penelitian	15
F. Manfaat Penelitian	16
G. Struktur Disertasi	17
Bab II Landasan Teori	
A. Kedudukan Pengembangan SDM dalam Ilmu Administrasi Pendidikan ...	20
B. Manajemen Sumber Daya Manusia Dalam Pendidikan	22
1. Perencanaan Sumber Daya Manusia Dalam Pendidikan	24
2. Rekrutmen dan Seleksi Guru.....	26
3. Pengembangan Sumber Daya Guru (Pendidik)	30
4. Manajemen Kinerja Guru.....	32
5. Sistem Imbalan (Kompensasi) Guru	34
6. Hubungan Kerja	36
C. Pengembangan Kompetensi Guru	37
1. Profesi Guru	37
a. Pengertian Profesi Guru	37
b. Peran Guru Dalam Pembelajaran	40
c. Profesionalisme Guru	42
d. Kompetensi Guru	45
2. Tujuan Pengembangan Kompetensi Guru	54
3. Manajemen Pengembangan Kompetensi Guru	57
a. Analisis Kebutuhan Pengembangan	58
b. Perencanaan Program Pengembangan	62
c. Program Pengembangan	74
d. Pelaksanaan program Pengembangan	76
e. Evaluasi Program Pengembangan	77
4. Jenis-jenis Program Pengembangan	81
5. Dampak Pengembangan Kompetensi Guru	87
D. Permasalahan Dalam Pengembangan Kompetensi Guru	90
E. Manajemen Berbasis Sekolah	91
1. Pengertian Manajemen Berbasis Sekolah	91
2. Manfaat Manajemen Berbasis Sekolah	93
3. Prinsip-prinsip Manajemen Berbasis Sekolah	93
4. Faktor-faktor Yang Mempengaruhi MBS	96
5. Keberhasilan dan Dampak Implementasi MBS	98
F. Penelitian Terdahulu	100
G. Kerangka Berpikir Penelitian	101

H.	Preposisi Penelitian	105
Bab III	Metode Penelitian	
A.	Design Penelitian	106
B.	Lokasi dan Sumber Data Penelitian	110
C.	Jenis Data Penelitian	112
D.	Populasi Dan Sampel Penelitian	112
E.	Instrumen Penelitian	114
F.	Analisis Data Penelitian	120
I.	Prosedur Pengembangan Model	123
Bab IV	Hasil Penelitian dan Pembahasan	
A.	Hasil Penelitian	130
1.	Profil SMP Avicenna.....	130
2.	Kebijakan Pengembangan Kompetensi Guru SMP Avicenna	140
3.	Keadaan Kompetensi Guru SMP Avicenna	156
4.	Analisis Kebutuhan Pengembangan Kompetensi Guru SMP Avicenna	161
5.	Proses Pengembangan Kompetensi Guru SMP Avicenna	163
6.	Perencanaan (design) Program Pengembangan Kompetensi Guru SMP Avicenna	164
7.	Pelaksanaan Program Pengembangan Kompetensi Guru SMP Avicenna	167
8.	Evaluasi Program Pengembangan Kompetensi Guru SMP Avicenna ..	169
B.	Pembahasan	
1.	Kebijakan Program Pengembangan kompetensi Guru SMP Avicenna	171
2.	Keadaan Kompetensi Guru SMP Avicenna	178
3.	Analisis Kebutuhan Program Pengembangan Kompetensi Guru SMP Avicenna	184
4.	Proses Pengembangan Kompetensi Guru SMP Avicenna	191
a.	Perencanaan (Design) Program Pengembangan Kompetensi Guru SMP Avicenna	191
b.	Pelaksanaan Program Pengembangan Kompetensi Guru SMP Avicenna	196
c.	Evaluasi Program Pengembangan Kompetensi Guru SMP Avicenna	199
C.	Pengembangan Model Manajemen Pengembangan Kompetensi Guru Berbasis Kebutuhan Sekolah	202
1.	Rasional Model Manajemen Pengembangan Kompetensi Guru Berbasis Kebutuhan Sekolah	202
2.	Tujuan Model Manajemen Pengembangan Kompetensi Guru Berbasis Kebutuhan Sekolah	204
3.	Asumsi Model Manajemen Pengembangan Kompetensi Guru Berbasis Kebutuhan Sekolah	204
4.	Visualisasi Model Manajemen Pengembangan Kompetensi Guru Berbasis Kebutuhan Sekolah	205
5.	Komponen Model Manajemen Pengembangan Kompetensi Guru Berbasis Kebutuhan Sekolah	207
6.	Prasyarat Kondisi Implementasi dan Keberlanjutan Model Manajemen Pengembangan Kompetensi Guru Berbasis Kebutuhan Sekolah	208

7. Indikator Keberhasilan Model Manajemen Pengembangan Kompetensi Guru Berbasis Kebutuhan Sekolah	209
8. Prosedur Pengembangan Model Manajemen Pengembangan Kompetensi Guru Berbasis kebutuhan Sekolah	210
D. Fungsi Model Manajemen Pengembangan Kompetensi Guru Berbasis Kebutuhan Sekolah	237
Bab V Kesimpulan, Implikasi dan Rekomendasi	
A. Kesimpulan	241
B. Implikasi	242
C. Rekomendasi	244
Daftar Pustaka	246
Lampiran-lampiran	258

DAFTAR PUSTAKA

- Afiyanti, Y. (2008). (Diskusi Kelompok Terfokus) Sebagai Metode Pengumpulan Data Penelitian Kualitatif. *Jurnal Keperawatan Indonesia*, Volume 12,.
- Akuamoah, B., Saviour, W., Kofi, A., & Yao, B. D. (2016). The Impact of Effective Recruitment and Selection Practice on Organisational Performance (A Case Study at University of Ghana), 16(11).
- Ali, M., Ahmad, Z., & Iqbal, J. (2016). Human resource planning: A key to internal and external fit, (July 2012). <https://doi.org/10.5897/AJBM11.2999>
- Alwirdaryanto, Arifin Sukung, & Sumar, W. T. (2018). Analisis Kebijakan Pendidikan Kajian Teoretis, Eksploratif, dan Aplikatif. Bandung: CV. Cendikia.
- Amstrong, Michael. (2006). Performance Management Key Stetegies And Practical Guidelines (3rd ed.). London: Kogan Page Limited.
- Andriani, D. E. (2010). Mengembangkan Profesionalitas Guru Abad-21 Melalui Program Pembimbingan yang Efektif. *Jurnal Manajemen Pendidikan*, 6(2), 78–92. Retrieved from <http://journal.uny.ac.id/index.php/jmp/article/view/3639%0Ahttp://journal.uny.ac.id/index.php/jmp/article/download/3639/3112>
- Armstrong, Michael., (2006). A Handbook of Human Resource Management Practice. Management Science. <https://doi.org/10.1007/s10551-011-1141-1>
- Ardy. Wiyani Novan., (2018). Pengembangan Profesi Keguruan Pada Era Revolusi Industri 4.0. Yogyakarta: Penerbit Gava Media.
- Arifin. (1995). Kapita Selekta pendidikan. Jakarta: Bumi Aksara.
- Avalos, B. (2011). Teacher professional development in Teaching and Teacher Education over ten years. *Teaching and Teacher Education*, 27(1), 10–20. <https://doi.org/10.1016/j.tate.2010.08.007>
- Ayu, I. G., Damayanthi, E., Agung, A., Agung, G., & Suarni, N. K. (2014). Analisis Kompetensi Pedagogik Dan Profesional Ditinjau dari Output Institusi Pada Para Guru SMP Negeri Kota Denpasar. *Jurnal Administrasi Pendidikan Indonesia*, Vol. 5 No. Retrieved from http://oldpasca.undiksha.ac.id/e-journal/index.php/jurnal_ap/article/view/1415
- A. Pribadi. Benny., (2014). Desain dan Pengembangan Program Pelatihan Berbasis Kompetensi. Jakarta: Prenada Media group.
- Bandur. Agustinus., (2017). Stakeholders' responses to school-based management in Indonesia. *International Journal of Educational Management*.
- B. Fauth., Decristan, J., Decker, A., Büttner, G., Hardy, I., Klieme, E., & Kunter, M. (2019). The effects of teacher competence on student outcomes in elementary science

- education : The mediating role of teaching quality. *Teaching and Teacher Education*, 86, 102882. <https://doi.org/10.1016/j.tate.2019.102882>
- Balta, N., & Eryılmaz, A. (2019). The effect of the “ teacher-led PD for teachers ” professional development program on students ’ achievement : an experimental study. *Teacher Development*, 0(0), 1–21. <https://doi.org/10.1080/13664530.2019.1659176>
- Bansal, A., & Tripathi, J. P. (2017). “ A Literature Review on Training Need Analysis ,” 19(10), 50–56. <https://doi.org/10.9790/487X-1910065056>
- Barbazette, J. (2006). *Training Needs Assessment*. San Francisco, California: Pfeiffer A Willey Imprint.
- Beare, H. (2001). *Creating the Future School*. Melbourne Australia: Routledge.
- Blau, G. J. (1985). The measurement and prediction of career commitment. *Journal of Occupational Psychology*, (1983), 277–288.
- Brandao, F. R. (1995). *The Effects of School-Based Management on the Worklife of Elementary Teachers : A Case Study*. University of Nort Florida.
- Bromley, B. M. (2018). *supply teacher*, 2019.
- Bubb, S., & Earley, P. (2007). *Leading and Managing Continuing Professional Development*. London: Sage Publication.
- Carlisle, J., Bhanugopan, R., & Fish, A. (2011). Training needs of nurses in public hospitals in Australia Review of current practices and future. <https://doi.org/10.1108/03090591111160797>
- Cascio, F. W., & Herman, A. (2005). *Applied Psychology In Human Resource Management*. New Jersey: Pearson Prentice Hall.
- Christopher, D., & Judyth, S. (2004). *International Handbook on the Continuing Professional Development of Teachers* Edited. Open University Press.
- Colarelli, S. M., Bishop, R. C., & Bishop, R. C. (1990). Career Commitment: Functions, Correlates, and Manegement. *Group & Organization Studies*, 15(2), 158–176. <https://doi.org/10.1177/105960119001500203>
- Creswell, J. W. (2012). *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research (Fourth)*. Boston: Pearson Education.
- C. Glava, & Adina, G. (2014). Educational Policy in Romania . Principles and Functionality in Initial and Continuing Teacher Training, 142, 679–683. <https://doi.org/10.1016/j.sbspro.2014.07.597>
- C. Lunenburg. Fred, & Allan C. Ornstein. (2012). *Educational Administration Concept & Practice*. Belmont, USA: Publisher: Linda Schreiber-Ganster.
- Daniel L. Stufflebeam, & Anthony J. Shinkfield. (1988). *Systematic Evaluation A Self-Instructional Guide to Theory and Practice*. The Nedherland: Kluwer Academic Publishers Group.
- Darling-Hammond, L., Hylar, M. E., & Gardner, M. (2017). *Effective Teacher Professional*

Development. Palo Alto Washington DC.

- Davis, K., & Newstrom, J. W. (1999). *Perilaku Organisasi*. Jakarta: Erlangga.
- Denby, S. (2010). The importance of training needs analysis. *Industrial and Commercial Training*, 42(3). <https://doi.org/10.1108/00197851011038132>
- Dessler, Garry., (2013). *Human Resource Management (Thirteenth)*. Jogyakarta: Pearson.
- Dessler, Garry., (2016). *Human Resource Management (Fifteenth)*. United States of America: Pearson.
- Díaz-Maggioli, G. (2004). *Professional Development*. United States of America: Association for Supervision and Curriculum Development.
- Engkoswara. (1987). *Lembaga Pendidikan Sebagai Pusat Pembudayaan*. Bandung: Yayasan Amal Keluarga.
- Fatah. Nanang., (2013). *Analisis Kebijakan Pendidikan*. Bandung: PT. Remaja Rosda Karya.
- Ferdinant, A. (2014). *Metode Penelitian Manajemen Pedoman Penelitian untuk penulisan skripsi, tesis dan disertasi ilmu manajemen*. Semarang: Penerbit Badan Penerbit Universitas Diponegoro.
- Flippo, E. B. (2002). *Manajemen Personalia (VII)*. Jakarta: Erlangga.
- Furqon, A. (2017). *Pengembangan Guru Berbasis Sekolah Studi tentang Sekolah sebagai Professional Learning Community di SD Pertiwi, SD Bosowa Bina Insani, dan SDN Semplak 2 Kota Bogor*. Universitas Pendidikan Indonesia.
- Gomes, F. C. (1995). *Manajemen Sumber Daya Manusia*. Yogyakarta: Andi Offset.
- Gordon, S. D. (2018). *Leadership's Role In Teacher's Commitment and Retention: A Case Study Analysis*.
- G. Gorozidis, & Papaioannou, A. G. (2014). Teachers ' motivation to participate in training and to implement innovations, 39, 1–11.
- Gunawan, C. (2012). *Pengembangan Kompetensi Kepribadian Guru: Menjadi Guru yang Dicintai dan Diteladani oleh Siswa*. Bandung: Nuansa Cendikia.
- Guskey, T. R. (2010). *Teachers and Teaching : Theory and Practice Teacher Change Professional Development and Teacher Change*, (January 2013), 37–41.
- Hermiono. Agustinus., (2018). *Guru Dalam Tantangan Globalisasi*. Yogyakarta: Ar Ruzz Media.
- Hargreaves, A. (2000). *Four Ages of Professionalism and Professional Learning*, 6(2).
- Hariri, H., & Sumintono, B. (2020). *Teacher Commitment to Teaching*, (May), 1–21. <https://doi.org/10.1093/acrefore/9780190264093.013.697>
- Hartoyo, R. (2017). *Development of Training Needs Analysis in Organization*, 9(4), 140–159. <https://doi.org/10.5296/jmr.v9i4.11866>
- Hesse-Biber, S. N. (2010). *Mixed Methods Research Merging Theory with Practice*. New

York: The Guilford Press.

- Holloway, K., Arcus, K., & Orsborn, G. (2017). Training needs analysis – The essential first step for continuing professional development design. *Nurse Education in Practice*. <https://doi.org/10.1016/j.nepr.2017.09.001>
- Horsley, S. L., Stiles, K. E., Mundry, S., Love, N., & Hewson, P. W. (2010). *Designing Professional Development for Teachers of Science and Mathematics*. California: Corwin-A Sage Company.
- Hunzicker, J. (2011). Effective professional development for teachers: a checklist. *Professional Development in Education*, Vol. 37, N (April 2013). <https://doi.org/10.1080/19415257.2010.523955>
- Husien. Latifah., (2016). *Profesi Keguruan menjadi guru Profesionl*. Yogyakarta: Pustaka Baru Press.
- Hutabarat, W. (2015). Effect of School Based Management on Teacher Job-Satisfaction and Job-Performance. *Jurnal Pendidikan Kimia (JPKim)*, 7(2), 1–6.
- Hylar, M. E., & Gardner, M. (2017). *Effective Teacher Professional Development*. Palo Alto Washington DC.
- Iskandar, A. (2014). *Mengembangkan Profesionalitas Guru Upaya meningkatkan Kompetensi dan Profesionalitas Kinerja Guru*. Jakarta: Penerbit Bee Media Pustaka.
- Ivancevich, J. M. (2001). *Human Resources Management (8th ed.)*. Boston: Mc Graw Hill.
- J.L. Geldenhuys, & Oosthuizen, L. C. (2015). Challenges in fluencing teachers' involvement in continuous professional development: A South African perspective. *Teaching and Teacher Education*, 51, 203–212. <https://doi.org/10.1016/j.tate.2015.06.010>
- JR. Fraenkel., (2012). *How To Design and Evaluate Research in Education (Eighth)*. New York: Mc Graw Hill.
- Juni Priansa, Donni. (2014). *Perencanaan Dan Pengembangan SDM*. Bandung: Alfabeta.
- Juni Priansa, Donni. (2016). *Perencanaan & Pengembangan SDM*. Bandung: Alfabeta.
- J David Mc. Craecken, & Lugard A. Etuk. (1986). Commitment of Ohio Vocational Agriculture Teacher To Their Profession. *Journal of American Association of Teacher Educators in Agriculture*, 27(2), 2–7. <https://doi.org/10.5032/jaatea.1986.02002>
- JR. Mc. Clelland, Douglas. & Davies, J. (2008). The development of a conceptual model of student satisfaction with their experience in higher education. *Quality Assurance in Education*, Vol. 16 No. <https://doi.org/10.1108/09684880810848396>
- J. Gore, Lloyd, A., Smith, M., Bowe, J., Ellis, H., & Lubans, D. (2017). Effects of professional development on the quality of teaching: Results from a randomised controlled trial of Quality Teaching Rounds. *Teaching and Teacher Education*, 68, 99–113. <https://doi.org/10.1016/j.tate.2017.08.007>
- Kaswan. (2011). *Pelatihan dan Pengembangan untuk Meningkatkan Kinerja SDM*. Bandung:

Alfabeta.

- Katuuk, D. A. (2014). Evaluation on School Based Management implementation in Elementary School at Tomohon City , North Sulawesi, 5(7), 102–109.
- Khan, A., & Masrek, M. N. (2017). Training needs analysis based on mismatch between the acquired and required levels of collection management skills of academic librarians Article information :, (December). <https://doi.org/10.1108/CB-06-2016-0012>
- Kim, J. W. O. N. (2004). Education Reform Policies and Classroom Teaching in South Korea. *International Studies in Sociology of Education*, 14(2), 125–146.
- Kirkpatrick, D. L., & Kirkpatrick, J. D. (2007). *Implementing The Four Levels A Practical Guide for Effective Evaluation of Programs*. San Francisco, California: Berret-Koehler.
- Klett, F. (2010). The Design of a Sustainable Competency-Based Human Resources Management: A Holistic Approach. *Knowledge Management & E-Learning: An International Journal*, Vol.2, No.3., 2(3), 278–292.
- Kushman, J. W. (1992). *The Organizational Duynamic of Teacher Workplace Commitment: A Study of Urban Elementary and Middle Schools*. *Educational Administration Quartely*, 28(5).
- Kusnandar. (2007). *Guru Profesional Implementasi Kurikulum Tingkat Satuan Pendidikan dan Persiapan menghadapi Sertifikasi Guru*. Jakarta: PT Raja Grafindo Persada.
- Kiymet Selvi. (2010). Teachers ' Competencies. *Cultura. International Journal of Philosophy of Culture and Axiology*, VII,(January 2010). <https://doi.org/10.5840/cultura20107133>
- Kurniady. Dedi., & Aan Komariah. (2018). A Review of continous professional development in school principal carrier. *Opcion*.
- LAN, P. I. (2016). *Pengembangan Kompetensi Aparatur Sipil Negara*. Samarinda: PKP2A III LAN Samarinda.
- Lee, H., & Lee, H. (2005). Developing a Professional Development Program Model Based on Teachers ' Needs, *XXVII*(1), 39–49.
- Leitwood, K., & Tereza Menzies. (1998). Forms and Effects of School Based Management: A Review. *Educational Policy*, 12(3), 325.
- Likamulyanti, A. (2016). *Pentingnya Kompetensi Profesional dan Kompetensi Kepribadian Guru Terhadap Motivasi Belajar Siswa*. Fakultas Ilmu Pendidikan UNY.
- Lyle M. Spencer, & Signe M. Spencer. (1993). *Competence At Work*. Canada: John Willey & Sons, Inc.
- Mahsunah, D., Wahyuni, D., Antono, A., & Ambarukmi, S. (2012). *Kebijakan Pengembangan Profesi Guru*. Badan PSDMPK-PMP.
- Mark O, H., Robert A, C., & Sardjono. (2012). Implementing school-based management in Indonesia: impact and lessons learned. *Journal of Development Effectiveness*, Vol . 3 ,.
- Martoyo, S. (1994). *Manajemen Sumber Daya Manusia*. Jogyakarta: BPFE.

- Marwansyah. (2012). *Manajemen Sumber Daya Manusia*. Bandung: Alfabeta.
- Mason-Jones D.R., R. and T. (1981). Article information : *Int J Logistics Management*.
<https://doi.org/10.1108/09574090910954864>
- McMilan, J. H., & Schumacher, S. (2001). *Research In Education A Conceptual Introduction*. Unites States: Addisan Wesley Longman, Inc.
- Mulford, B. (2008). *Australian Education Review The Leadership Challenge : Improving learning in schools*. Victoria, Australian: Australian Council for Educational Research.
- Mulyasa, E. (2003). *Kurikulum Berbasis Kompetensi*. Bandung: Remaja Rosda Karya.
- Mulyasa, E. (2017a). *Menjadi Guru Profesional*. Bandung: Remaja Rosda Karya.
- Mulyasa, E. (2017b). *Uji Kompetensi dan Penilaian Kinerja Guru*. Bandung: Remaja Rosda Karya.
- MS. Effendy, dan M. M. (2004). *Implementasi MBS. Structure*, 1–50.
- Mundy, K., Green, A., Lingard, B., & Verger, A. (2016). *The Handbook of Global Education Policy*. West Sussex: John Wiley & Sons, Ltd.
- Musfah, J. (2015). *Redesain Pendidikan Guru (Dalam Penerapan Teori dan Praktik)*. Jakarta: Prenada Media group.
- Musfah, J. (2017). *Manajemen Pendidikan Teori, Kebijakan dan Praktik*. Jakarta: Kencana.
- Noe, R. A. (2017). *Human Resources Management (10th ed.)*. New York: Mc Graw Hill.
- Nurul, U., & Teguh. (2018a). *Manajemen Sumberdaya Bidang Pendidikan*. Bandung.
- Nurul, U., & Teguh, T. (2018b). *Manajemen sumber Daya Manusia Bidang Pendidikan*. Depok: Rajawali Press.
- N. Fuad, N., & Ahmad, G. (2009). *Integrated HRD Human Resources Development*. Jakarta: Grasindo.
- Panggabean, M. S., & Himawan, K. K. (2016). *The Development of Indonesian Teacher Competence Questionnaire*, (July 2018). <https://doi.org/10.12928/jehcp.v5i2.5134>
- Porro, S. G., Yiga, A. P., Enon, J. C., Mwosi, F., & Eton, M. (2019). *Teacher competence and performance in primary schools in Nwoya District , Teacher competence and performance in primary schools in Nwoya District , Northern Uganda*, (February).
- Postholm, M. B., & Postholm, M. B. (2012). *Teachers ’ professional development : a theoretical review Teachers ’ professional development : a theoretical review*, (October 2014), 37–41. <https://doi.org/10.1080/00131881.2012.734725>
- Prasadjia Ricardinato. (2018). *Human Capital Management*. Jakarta: Penerbit STMT Trisakti Press.
- Prihantoro. Agung., (2012). *Peningkatan Kinerja Sumber Daya Manusia melalui Motivasi, Disiplin, Lingkungan Kerja, dan Komitmen*. STIE Agama Islam Mathali’ul Falah.
- Priyadarshini, R. R. G., & Dave, D. (2012). *Competency-based Training Needs Assessment*

Model. <https://doi.org/10.1177/0258042X13484834>

- Priyono. (2008). *Manajemen Sumber Daya Manusia*. Palembang: Zifatama.
- Rahmatullah, M. (2016). The Relationship between Learning Effectiveness , Teacher Competence and Teachers Performance Madrasah Tsanawiyah at. Canadian Center of Science and Education, 6(1). <https://doi.org/10.5539/hes.v6n1p169>
- Rai Technology University. (n.d.). *Managing Training & Development*. Bangalore: Rai Technology University Campus.
- Ranak Lince. (2016). Prosiding temu ilmiah nasional guru (ting) viii. Prosiding Temu Ilmiah Nasional Guru (TING) VIII Strategi, (November), 632–641.
- Raymond A. Noe, John R. Hollenbeck, Barry Gerhart, & Patrick M. Wright. (2017). *Human Resource Management Gaining A Competitive Advantage* (10th ed.). New York: Mc Graw Hill Education.
- Reyes, P. (1989). The relationship of autonomy in decision making to commitment to school and job satisfaction: A comparison between public school teachers and mid-level administrators. *Journal of Research and Development in Education*, 22.
- Robbins, S. P., & Timothy, J. A. (2013). *Organizational Behavior*. United States of America: Prentice Hall, Inc.
- Rodrigues, F., & Mogarro, M. J. (2019). Student teachers ’ professional identity : A review of research contributions. *Educational Research Review*, 28(November 2018), 100286. <https://doi.org/10.1016/j.edurev.2019.100286>
- Rohmawati, A. (2018). *Pentingnya Kompetensi Guru Dalam Kegiatan Pembelajaran Di Sekolah Dasar*. Fakultas Ilmu Pendidikan UNY.
- Rusydi, S. (2012). *Tuntunan Menjadi Guru Favorit*. Jogjakarta: Diva Press.
- Sadikin. Ade., & Kaswan. (2019). *Pengembangan Sumber Daya Manusia Strategis*. Bandung: UPI Press
- Sadikin. Ade., (2018). *Manajemen Program Pengembangan Sumber Pengembangan Sumber Daya Manusia*. Bandung:UPI Press
- Schleicher. Andreas., (2016). *International Summit on the Teaching Profession Teaching Excellence through Professional Learning and Policy Reform Lessons From Around The World*. Paris: OECD.
- Saeful Kurniawan. (2019). *Pengembangan Kompetensi Guru Konsep, Model dan Implikasinya*. Malang: Literasi Nusantara.
- Saldana, J. (2012). *The Coding Manual for Qualitative Researchers* (Scond Edit). London: SAGE Publications Ltd.
- Satori, Djam’an, & Aan Komariah. (2017). *Metodologi Penelitian Kualitatif*. Bandung: Alfabeta.
- SA. Halim, S., Zeki, A. M., & Technology, C. (2012). *Manpower Model for Human Resource Planning Management*. <https://doi.org/10.1109/ACSAT.2012.28>

- Samwel, J. O. (2018). Human Resource Planning as an Important Practice to Anticipate Future Human Resource Requirements of the Organization – Literature review ., 5(3), 24–30.
- Saparuddin, & Iskandar, M. (2016). Implementasi Kompetensi Sosial Guru Terhadap Motivasi Belajar siswa. *Jurnal Tarbawi*, 1(1), 59–67.
- Sara Bubb. (2019). *Pengembangan Profesional Guru Baru*. Jakarta: Penerbit Indeks Jakarta.
- Satori, D. (2016). *Pengawasan dan Penjaminan Mutu Pendidikan*. Bandung: Alfabeta.
- Sedarmayanti. (2009). *Sumber Daya Manusia dan Produktivitas Kerja*. Bandung: CV. Mandar Maju.
- Sedarmayanti, & Gunawan, S. (2020). *Perencanaan, Pemantauan, dan Evaluasi Pendidikan dan Pelatihan (DIKLAT)*. Bandung: Refika Aditama.
- Sengottuvel, A., Nadu, T., & Nadu, T. (2015). Teacher Effectiveness and Professional Competency In School Education. *International Journal of Management (IJM)*, 6502(Icam), 181–190.
- Shyan, J., & Lin, L. (2013). Journal of Hospitality and Tourism Management Training needs assessment in a hotel using 360 degree feedback to develop competency-based training programs. *Journal of Hospitality and Tourism Management*, 20, 61–67. <https://doi.org/10.1016/j.jhtm.2013.06.003>
- Sikula F, A. (2001). *Personnel Administration and Human Resources Management* (4 Wiley Tr). New York: John Wiley & Sons, Inc.
- Siswandoko, T., & Suryadi, A. (2013). Kompetensi, Sertifikasi Guru, dan Kualitas Belajar Siswa Sekolah Dasar. *Jurnal Pendidikan Dan Kebudayaan*, 19(3), 305–314.
- Situmeang, A. M. (2016). Evaluasi kinerja pegawai dalam pelaksanaan pelayanan di kantor kecamatan balikpapan kota, 4, 4791–4801.
- Sonia Blandford. (2000). *Managing Profesional Development In Schools*. United States of America: Routledge.
- Solichin. Abdul Wahab., (1997). *Evaluasi Kebijakan Publik, Konsep, Tipologi Penelitian dan Strategi Pemanfaatannya*. Malang: Fakultas Ilmu Administrasi Universitas Brawijaya.
- Steyn, G. M. (2010). Educators ’ perceptions of continuing professional development for teachers in South Africa : A qualitative study Educators ’ perceptions of continuing professional development for teachers in South Africa : A qualitative study, (November 2014), 37–41. <https://doi.org/10.1080/18146627.2010.490009>
- Sudrajat. (2017). *Mengelola Pengembangan Keprofesian Berkelanjutan Guna Mendukung Pengembangan Profesi bagi Guru Pembelajaran (PPGP)*. Bandung: Pustaka Setia.
- Sugiono. (2016). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R & D*. Bandung: Alfabeta.
- Sugiyono. (2016). *Metode Penelitian Pendidikan Pendekatan kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.

- Suharsimi, A., & Cepi, Safrudin . (2018). *Evaluasi Program Pendidikan Pedoman Teoritis Praktis Bagi Mahasiswa dan Praktisi Pendidikan (Edisi Kedu)*. Jakarta: Bumi Aksara.
- Suharsimi Arikunto. (1988). *Organisasi dan Administrasi Pendidikan Teknologi dan Kejuruan*. Jakarta: Dirjen Dikti.
- Suharsimi Arikunto. (1993). *Manajemen Pengajaran Secara Manusiawi*. Jakarta: Rineka Cipta.
- Sumadi Suryabrata. (2014). *Metodologi Penelitian*. Jakarta: Raja Grafindo Persada.
- Suparno E, W. (2015). *Manajemen Pengembangan Sumber Daya Manusia*. Yogyakarta: Pustaka Pelajar.
- Susanti, A., & Sa`ud, U. S. (2016). Efektifitas Pengelolaan Pengembangan Profesionalitas Guru. *Jurnal Administrasi Pendidikan*, XXIII(2), 37–51.
- Suryadi. Ace, & Deden, E. A. (2019). *Membangun Meritokrasi Pendidikan Indonesia Menuju Layanan Pendidikan Yang Bermutu dan Berdaya Saing*. Jakarta: Esensi.
- Sutisna. (1987). *Administrasi Pendidikan Dasar Teoritik Untuk Praktek Profesional*. Bandung: Angkasa.
- Syaefudin, S. (2008). *Pengembangan Profesi Guru*. Bandung: Alfabeta.
- Syaefudin, S. U. (2008). *Pengembangan Profesi Guru*. Bandung: Alfabeta.
- Syaiful Sagala. (2007). *Manajemen Strategik Dalam Peningkatan Mutu Pendidikan*. Bandung: Alfabeta.
- Svendsen, B. (2016). Teachers ' experience from a school-based collaborative teacher professional development programme : reported impact on professional development, 4530(June). <https://doi.org/10.1080/13664530.2016.1149512>
- Tan Chwee Huat, & Derek Terrington. (1998). *Human Resources Management for Southeast Asia and Hongkong*. Singapore: Prentice Hall, Inc.
- Tao, Y., C Rosa Yeh, & Sheng-I Sun. (2014). Improving training needs assessment processes via the Internet : system design and qualitative study. *Internet Research Emerald*, 16(August 2006), 427–449. <https://doi.org/10.1108/10662240610690043>
- Taufiqurokhman. (2014). *Kebijakan Publik*. Jakarta: FISIP Universitas Moestopo Beragama.
- Tedjo, T., & Udan. (2005). *Manajemen Strategi*. Bandung: Rekayasa Sains.
- T. Hidayat. Jann, Lantu, & Donald, C. (2006). *Knowledge Management dalam konteks organisasi pembelajar*. Bandung: SBM ITB.
- Thiagarajan, S., Dorothy S. Semmel, & Melvyn I Semmel. (1974). *Instructional for training teacher of exceptional children A sourcebook.pdf*. Blomington Indiana: Center For Innovation In Teaching The Handycapped Indiana University.
- Thien, L. M., Razak, N. A., & Ramayah, T. (2014). Validating Teacher Commitment Scale Using a Malaysian Sample. Sage Pub. <https://doi.org/10.1177/2158244014536744>

- Tyree Jr, A. K. (2010). Conceptualizing and Measuring Commitment to High School Teaching, (March 2015), 37–41. <https://doi.org/10.1080/00220671.1996.9941331>
- Ulferts, G., Wirtz, P., & Peterson, E. (2009). Strategic Human Resource Planning In Academia, 2(7), 1–10.
- Usaman. Husaini, (2016). Manajemen, Praktik, dan Riset Pendidikan. Jakarta, Bumi Aksara
- Uzer. Moh. Usman., (2017). Menjadi Guru Profesional. Bandung: Remaja Rosda Karya.
- Wayne F. Cascio. (2006). Managing Human Resources, Productivity, Quality of Work Life, Profit. New York: Mc Graw Hill.
- William B Castetter. (1996). The Human Resource Fuction In Educational Administration. New Jersey: Prentice Hall, Inc.
- William N. Dunn. (2004). Pengantar Analisis Kebijakan Publik. Jogjakarta: Gajah Mada University Pres.
- Wukir. (2012). Manajemen Sumber Daya Manusia Dalam Organisasi Sekolah. Yogyakarta: Multi Pressindo.
- Wukir. (2013). Manajemen Sumber Daya Manusia Dalam Organisasi Sekolah (1st ed.). Yogyakarta: Multi Pressindo.
- Yullyanti, E. (2009). Analisis Proses Rekrutmen dan Seleksi pada Kinerja Pegawai, 16(1996), 131–139.
- Zamroni. (2000). Paradigma Pendidikan Masa Depan. Yogyakarta: Bigraf Publishing.

Sumber Peraturan Pemerintah:

- Depdiknas. (2008). Penilaian kinerja guru.
- Depdiknas. (2010). Pedoman Pengelolaan Pengembangan Keprofesian Berkelanjutan.
- Kemendikbud. (2013). Panduan Pembinaan Manajemen Berbasis Sekolah. Jakarta: Direktorat Pembinaan Sekolah Dasar.
- Kemendikbud. (2018). Manajemen Berbasis Sekolah (MBS) Sekolah Menengah Atas. Jakarta: Direktorat Pembinaan SMA.
- Kemendikbud RI. (2016). Pedoman Program Peningkatan Kompetensi Moda Tatap Muka, Dalam Jejaring, Dan Daring Kombinasi. Kemendikbud RI.
- Undang-undang Nomor: 14 Tahun 2005 Tentang Guru dan Dosen.

Sumber Web Internet:

- (<http://www.pikiran-rakyat.com/opini/2016/05/04/kualitas-guru-kita-368286>) tgl 10 April 2018. (n.d.).

[https://aksi.puspendik.kemdikbud.go.id/laporan/Asesmen Kompetensi Siswa Indonesia](https://aksi.puspendik.kemdikbud.go.id/laporan/Asesmen_Kompetensi_Siswa_Indonesia)

[https://aksi.puspendik.kemdikbud.go.id/laporan/kepsek/Penilaian Satuan Pendidikan oleh Kepala Sekolah](https://aksi.puspendik.kemdikbud.go.id/laporan/kepsek/Penilaian_Satuan_Pendidikan_oleh_Kepala_Sekolah)

<https://puspendik.kemdikbud.go.id/tentang-pisa>

<https://www.medcogroup.co.id/ypap/> Sejarah Sekolah Avicenna

<http://www.medcofoundation.org/tentang-kami/>

<https://gtk.kemdikbud.go.id/read-news/merdeka-belajar>

(<http://www.republika.co.id/berita/pendidikan/education/17/02/14/olcfam335-ini-gambaran-kegagalan-peningkatan-kompetensi-guru>, 17 Maret 2018, Jam 10.35). (n.d.).

<http://www.id.undp.org/content/indonesia/id/home/presscenter/pressreleases/2017/03/22/indonesia-s-human-development-index-rises-but-inequality-remains-.html>, digunakan tanggal 10 April 2018, Jam 18.35)

<https://edukasi.kompas.com/read/2012/11/22/12534292/Butuh.Keseriusan.dan.Kepedulian.Guru.?page=all>