

# **The Proportion of Performance Elementary School Teachers Graduate Distance Education Open University in the District of Bojonegoro Bubulan (Reality Performance Studies Teachers Graduates S1-UT Regional PGSD Suburbs)**

Drs. Mujadi, M.Pd

Act 14 of 2005 and Government Regulation No.19 of 2005 was a major momentum that gives new energy from a resurgence of national education, an effort through the breakthrough to improve the quality of teachers and quality of education. Improving the quality of teachers with qualifications Strata-1 (S-1) and the Diploma-IV on the level of elementary school teachers / Government Elementary School has been given priority over the task of learning to equalize in the form of tuition fees in their positions for teachers of Elementary School / Islamic elementary schools. With the passage of time until the year 2016 almost 90% of teachers who teach in public and private elementary schools that exist across the nation have qualified Tier-1 Elementary School Teacher (PGSD).

Qualifications held by teachers can come from several universities organizers Strata-1 Elementary School Teacher (PGSD) in their respective areas of conventional or acquired by independent study through distance learning system at the Open University. Some of the information that the author received from the head of education and Technical Implementation Unit (UPTD) Education in the district of Malang, Banyumas, Purbalingga, and Bojonegoro, significantly there is a rise in the proportion of quality and achievements of elementary school students from schools that teachers graduates from Tier-1 Elementary School Teacher (PGSD) Open University (UT). To clarify the truth of the information obtained, the author tries to study the reality of the performance of teachers of primary school graduates qualifying S1 Open University in Bojonegoro area located in the outskirts of the city in District Bubulan. Subdistrict Bubulan is an area that is in teak and there are no available means of public transport, and basic education there are seven (7) primary schools were far apart from one another. Three elementary schools into the sample observation and monitoring of the author to obtain data by using a baseline of Teacher Performance Assessment (PKG), which includes the sphere of competence Pedagogy, Personality, Social, and Professional. Data analysis showed that significantly fourth realm of competence met at the level is quite good and very good with the proportion of 75-100%.

Meanwhile, other findings include the issue of completing tools and instructional media Natural Sciences (IPA) Physics can be carried out because the values of high creativity of teachers and the development of innovative innovative learning, as well as the findings of the lack of opportunities of teachers to develop profesionalismenya as educators ,

**Keywords:** proportion and performance

## **A. Introduction**

With the enactment of Law No. 14 of 2005 and Government Regulation No.19 of 2005 which was a major momentum that gives new energy suatau revival of national education, an effort through the breakthrough to improve the quality of teachers and quality of education. Improvement of qualification of primary school teachers have been largely uneven and provide fresh air for improving the quality of education in Indonesia. Strata qualification of the primary school teaching is a logical consequence that must be met to answer some weaknesses-weaknesses caused by the low qualification of primary school teachers. A breakthrough in improving the qualifications of primary school teachers have been done through an educational system that provides added value for both the teachers and the government itself, that distance education in this regard the Open University. The capacity is unlimited and priority to the hard work by way of self-learning is a form of education that will provide added value in terms of educational achievement motivation. We should be grateful that in a relatively rapid qualification of primary school teachers graduated from primary school teaching Open University has occupied primary schools ranging from urban to rural, that the marginal area, behind, and furthest.

Especially at this time of curriculum development requires human resource capacity especially elementary school teachers to be able to implement and translate it in the ground properly. Curriculum 2013, which today has enacted an integral part of improving the qualifications of human resources to be able to implement them, as the demands contained in the Regulation of the Minister of Education and Culture (Permendikbud) 49 Year 2014 on Indonesian National Qualifications Framework (KKNI). Based on the information that writers get, outskirts of town and can be said to be marginalized there are several elementary schools all teachers are highly qualified graduates Strata an Elementary School Teacher Open University. With

the advancement and development of very significant development and based on the performance and independence in work, qualified elementary school teacher data Tier One Elementary School Teacher of the Distance Education Open University makes up 60% of the population of primary school teachers in Bojonegoro. With a sizeable proportion of the teachers in Bojonegoro give meaning big enough to promote education and improve the quality of education, especially in primary schools. The large proportion of elementary school teachers graduated from the Distance Education Open University, progress and improving the quality of primary school education brings the researchers are interested in conducting research on the reality of teacher performance graduate of the Open University in the Region Suburb for teachers of primary school graduates S1 Elementary School graduates Distance Education far Open University, in Bojonegoro. Number of teachers is very possible as the population and sampling to collect data in this study. Some consideration or reason for selection of the location is:

1. The number of elementary school teachers graduated S1 Distance Education Open University, until 2016 in Bojonegoro increased up to > 3000
2. Distance Education Graduates S1 Primary School Distance Education graduate of the Open University, in Bojonegoro able to realize an increase in the quality of education in primary schools
3. Teachers graduates S1 Distance Education Primary School Distance Education graduate of the Open University in general have demonstrated improved performance and better in education
4. Teachers graduates JauhS1 Elementary School of Distance Education Distance Education graduate of the Open University in Bojonegoro has been scattered and occupy a private elementary or primary schools in both rural and urban areas, as well as districts in the surrounding
5. Gait teachers lulusan Pendidikan Remote S1 Primary School Distance Education graduate of the Open University in the community, community organizations, and governmental agencies are human resources who contributed greatly in moving sustainable development in Bojonegoro
6. Population and sample S1 Sekolah graduate teachers Basic Distance Education graduate of the Open University which there is a form that is very representative as data retrieval.

#### **B. Problem Formulation**

Based on the existing problems, the researchers tried to formulate the problem as follows;

Problem Formulation Research

1. How Performance qualification Elementary School Teacher Elementary School Teacher S1 graduates of Higher Education Open Distance University Open in Bojonegoro?
2. The concept of performance by primary school teachers qualified graduates S1 Elementary School Teacher of Higher Education Open Distance University Open in Bojonegoro Regency and the findings of learning of Natural Science (IPA) Physics in elementary school?

#### **C. Objective**

**The purpose of the research is;**

1. Analyze the performance of primary school teachers graduated S1 Distance Education Open University in Bojonegoro using the Teacher Performance Assessment (PKG)
2. Analyze the concept of performance by primary school teachers S1 graduate of the Open University of Distance Education in Bojonegoro.
3. The findings of the study Natural Sciences (IPA) Physics in elementary school.

#### **D. Theory of Job Performance (Performance)**

One way in which people express their opinions or views on something that makes the structure of definitions, concepts, and in presenting a systematic view showing a relationship between one variable with another variable with the intent to explain and predict phenomena. Some experts argue about job performance or the performance of a person or group of people who are in an organization whether governmental or non-governmental. In theory regarding the performance aspects related to human resource management and labor concerns and employee performance.

##### **Understanding Performance According to the Experts**

Employee performance in general is a manifestation of the work done by the employee which is usually used as a basis or reference for an assessment of the employees in a good organisasi. Kinerja is a step towards the achievement of organizational goals, therefore, the performance is also a means determinant in achieving organizational goals so it is necessary to improve employee performance. According Rival (2005: 309) the concept of performance is the real behavior displayed by everyone as the resulting performance by employees in accordance with its role in perusahaan. Sedangkan the opinion of Ilyas (2005: 55) says that the notion of performance is the appearance, the work of good quality personnel, as well as individual and group performances quantity of personnel, the appearance of the work is not limited to personnel who took office

functionally and structurally but also to the entire range of personnel within organisasi. Berdasarkan of some expert opinion on the above, it can be a statement that the meaning of a kinerja adalah the results achieved by a person in performing duties or the burden of responsibility to size or standards that apply to each organisasi. Bernardin and Russel (in Ruky, 2002: 15) gives the sense or performance as follows:  
 "Performance is defined as the record of the outcomes produced on a specified job function or activity during the time period."

Achievements or performance is a record of the results obtained from the specific job functions or activities for a certain period. According to Gibson, et al (in Srimulyo, 1999: 39), job performance is the result of the work associated with the organization's objectives, efficiency and effectiveness to the performance of other performance. Meanwhile, according to Ilyas (1999: 99), the performance is the appearance of the work of personnel as well as a organisasi. Penampilan work is not limited to personnel who took office functionally and structurally but also to the entire range of personnel in other performance organisasi. Pengertian proposed by Payaman Simanjuntak (2005: 17) that suggests the performance is the level of achievement of results on the implementation of tasks tertentu. Kinerja company is the level of achievement in order to realize the goal of perusahaan. Manajemen performance is the overall activities undertaken to improve the performance of the company or organization, including the performance of each individual and working groups at the company.

#### Aspects of Teacher Performance Assessment (PKG)

National Education Minister Regulation 16/2007 on Standards of Academic Qualifications and Competencies of Teachers and National Education Standards Agency (BSNP) version 6.0. 11/2008 Framework for Reporting Achievement Indicators for National Education Standards: Academic Qualification Standards and Teacher Competency. Permenegpan and RB 16/2009 on Functional Master and credit figures. Teachers as professional educators have the primary task of educating, teaching, guiding, directing, train, assess, and evaluate students on early childhood education, formal education, primary education and secondary education. In addition to its main task, the teacher is also possible to have other tasks that are relevant to the function of the school / madrasah. Therefore, in the assessment of teacher performance some subunsur that need to be assessed one diantaranya penilaian performance associated with the implementation of the learning process for subject teachers or classroom teachers. The assessment includes activities of planning and implementing the learning, evaluate and assess, analyze the results of the assessment, and implement follow-up assessment in applying the four (4) domain competencies required of teachers in accordance with National Education Minister Regulation No. 16 Year 2007 regarding Standard Academic Qualifications and competence Guru. Pengelolaan that learning requires teachers to master 24 (twenty four) competencies are grouped into pedagogical, personality, social, and professional. To facilitate the assessment of teacher performance assessment, 24 (twenty four) competencies are summarized into 14 (fourteen) competence as published by the National Education Standards Agency (BSNP). Rincian number of these competencies are outlined in Table 1.

**Tabel.1. Competence Master Class/Subject Teachers**

No	sphere of competence	Number	
		competence	Indicators
1	Pedagogic	7	45
2	Personality	3	18
3	Social	2	6
4	Professional	2	9
	Total	14	78

Based on the above table the details of the realm of competence of each of them has the number of competencies and the number of indicators as the performance parameters of teachers in the learning process. The performance of teachers in the learning process has four domains of competence that must be controlled and implemented correctly in every learning process.

#### E. Sample Research

As a research sample taken one elementary school in the District Bubulan. Subdistrict Bubulan is an area that is in teak and no available public transport advice, and sara primary education there are seven (7) primary schools were far apart from one another. Teachers from three elementary schools into the sample observation and monitoring of the author to obtain data by using a baseline of Teacher Performance Assessment (PKG), which includes the sphere of competence Pedagogy, Personality, Social, and Professional. Of the three existing schools furthermore be selected from each of the S1 graduate teacher Elementary School Teacher Open University who has over 5 years of teaching experience, then teachers are elected serve as a subject to be studied.

#### F. Research Focus

To sharpen the research, qualitative research focuses. Spradley states that "A focused cultural refer to a single domain or domains related a few" the intention is that the focus was a single domain or multiple domains that are

linked from social situations. In qualitative research, determining the focus of the proposal is based on the degree of novelty of information to be gained from social situations (field). The newness of information that could be an attempt to understand more broadly and deeply about the social situation, but also a desire to generate hypotheses or new science of social situation investigated. The actual focus in qualitative research obtained after researchers conducted a grand tour and a grand tour observation question or called by general browsing. General exploration of these researchers will obtain an overview of a whole is still at the stage of the surface of the social situation.

Specifically in this study focused on teacher performance indicators among others, are the result of observation and monitoring are obtained based on the format of Teacher Performance Assessment of existing and implementation of the assessment carried out by the researchers during the learning process. Adapaun parts of teacher performance appraisal format are included in the table below.

**Table. 2. Sheet Statement of Competence, Indicators, and how Assessing Teacher Performance Assessment Grades / Subjects**

Competence	How to assess
<b>PEDAGOGIC</b>	
1. Mastering the characteristics of learners.	Observation & Monitoring
2. Dominate learning theory and principles of learning that educates	Observation
3. The development of the curriculum	Observation
4. The learning activities that educate.	Observation
5. Development of potential learners.	Observation & Monitoring
6. Communication with learners.	Observation
7. Assessment and evaluation	Observation
<b>PERSONALITY</b>	
8. Acting in accordance with religious norms, legal, social, and national culture .	Observation & Monitoring
9. Demonstrate mature, exemplary .	Observation & Monitoring
10. Work Ethic, high responsibility, a sense of pride in being a teacher	Observation & Monitoring
<b>SOCIAL</b>	
11. Being inclusive, acting objectively, and not discriminatory	Observation & Monitoring
12. Communication with fellow teachers, staff, parents, students, and community	Observation
<b>PROFESSIONAL</b>	
13. Mastery of material, structure, concept and mindset of scientific support of teaching subjects .	Observation
14. Developing professionalism through reflective action	Observation

**Source:**

1. Regulation of the Minister of National Education 16/2007 on Academic Qualification Standards and Teacher Competence
2. The National Education Standards Agency (BSNP) version 6.0. 11/2008 Framework for Reporting Achievement Indicators for National Education Standards: Academic Qualification Standards and Teacher Competency.
3. The Minister of Administrative Reform and Bureaucratic ReformasiI Replublik Indonesia 16/2009 on Functional Master and Figures Credit.

**Information**

Observation is an activity to assess the performance of teachers through discussions prior to observation, observation during the implementation of the learning process, and discussions after observation.

Monitoring is an activity to assess teacher performance through inspection of documents, interviews with teachers are assessed, and / or interviews with the school community.

**G. Methodology**

The method used is quantitative and qualitative methods (mixer). Quantitative question is the numerical data that are filled based on competence and indicators provided in the format of Teacher Performance Assessment (PKG) to classroom teachers or subject teachers, while the qualitative is a statement of the proportions obtained and the value of competence. Furthermore, the data obtained in the form of numbers or score will be converted into the proportion or percentage (%). Obtaining a score for each competency subsequently totaled and percentages are calculated by: dividing the total score obtained for a total maximum score of competence and multiplying by 100%. Obtaining a percentage score for each competency is then converted to a scale of grades 1, 2, 3, or 4.

**Score table .3. Converting proportion to the value of Competence**

Total Score Range "X"	Value Competency
0% < X < 25%	1
25% < X < 50%	2
50% < X < 75%	3
75% < X < 100%	4

The data obtained in this study more in the form of qualitative data. For quantitative data limited to the information in the checklist that quantitative data were analyzed descriptively. As for the qualitative data were analyzed using content analysis procedures (content analysis for data reduction), starting from the grouping, coding, equalization result of coding (intercoder reliability), and descriptive analysis. Conversion proportion to the value of competence and ability to provide the level of achievement of quantitative and qualitative performance in the realm of competence include; Pedagogic, Personality, Social, and Professional. In order to give meaning and decision making criteria used is as follows.

**Table.4 . The rate table Achievement and Qualification**

Achieving the level of competence	Qualification
4	Very good
3	Good
2	Less well
1	Not good

## H. Results

### Pedagogic realm

Every proportion is part of the indicators of competence was assessed by a number from 0 to 2. For the realm of competence of the subject pedagogic achievements can be defined as follows:

1. Proportion Subject 1;  $(16 + 60) / 90 \times 100\% = 76\%$ , Value Competency is 4
2. Proportion of Subjects 2;  $(15 + 60) / 90 \times 100\% = 83.3\%$ , Value Competency is 4
3. Proportion of Subjects 3;  $(13 + 62) / 90 \times 100\% = 83.3\%$ , Value Competency is 4
4. Proportion of Subjects 4;  $(15 + 60) / 90 \times 100\% = 83.3\%$ , Value Competency is 4
5. Proportion of Subjects 5;  $(20 + 50) / 90 \times 100\% = 77.8\%$ , Value Competency is 4
6. Proportion of Subjects 6;  $(16 + 54) / 90 \times 100\% = 77.8\%$ , Value Competency is 4
7. Proportion of Subjects 7;  $(11 + 68) / 90 \times 100\% = 87.8\%$ , Value Competency is 4.

The achievement of pedagogic sphere with seven (7) have the competence interval the proportion of 76% up to 87.8% of the interval 76% to 100% premises and value competence reached its highest, with an average of 4. It can be understood that the performance of a teacher in the realm pedagogic has achieved the skills, knowledge, attitudes and values as reflected base into the habit of thinking and acting that are growing, dynamic, continuous, and can be earned every qualifying time is **very good**.

### Realm of Personality

For the realm of competence of the subject pedagogic achievements can be defined as follows:

1. Proportion Subject 1;  $(5 + 26) / 36 \times 100\% = 86\%$ , Value Competency is 4
2. Proportion of Subjects 2;  $(7 + 22) / 36 \times 100\% = 80.5\%$ , Value Competency is 4
3. Proportion of Subjects 3;  $(4 + 28) / 36 \times 100\% = 88.9\%$ , Value Competency is 4
4. Proportion of Subjects 4;  $(5 + 26) / 36 \times 100\% = 86\%$ , Value Competency is 4
5. Proportion of Subjects 5;  $(8 + 20) / 36 \times 100\% = 77.8\%$ , Value Competency is 4
6. Proportion of Subjects 6  $(4 + 28) / 36 \times 100\% = 88.9\%$ , Value Competency is 4
7. Proportion of Subjects 7;  $(5 + 28) / 36 \times 100\% = 91.7\%$ , Value Competency is 4

The achievement of the realm of personality with three (3) competency has a proportion interval 77.8% to 91.7% of the interval 76% to 100% and reached its highest value competence, ie an average of 4. It can be understood that the performance of a teacher in the realm of personality has achieved the skills, knowledge, attitudes and values as reflected base into the habit of thinking and acting that are growing, dynamic, continuous, and can be achieved at any time with excellent qualifications.

### Social Sphere

Social sphere of competence for the achievement of the subject can be interpreted as follows:

1. Proportion Subject 1;  $(4 + 4) / 12 \times 100\% = 67\%$ , Value Competence is 3
2. Proportion of Subjects 2;  $(3 + 6) / 12 \times 100\% = 75\%$ , Value Competence is 3
3. Proportion of Subjects 3;  $(0 + 12) / 12 \times 100\% = 100\%$ , Value Competency is 4
4. Proportion of Subjects 4;  $(1 + 10) / 12 \times 100\% = 91.7\%$ , Value Competency is 4
5. Proportion of Subjects 5;  $(2 + 8) / 12 \times 100\% = 83.3\%$ , Competence Values are 3
6. Proportion of Subjects 6;  $(1 + 10) / 12 \times 100\% = 91.7\%$ , Value Competency is 4
7. Proportion of Subjects 7;  $(1 + 10) / 12 \times 100\% = 91.7\%$ , Value Competency is 4



Achievement of Social sphere with two (2) have the competence interval proportion of 67% to 91.7%, entered into two intervals of  $> 50\%$  and  $\leq 75\%$ , and the interval 76% to 100%, reaching the highest value competence, ie average -rata 3.57. It can be understood that the performance of a teacher in the realm sosialyang concerning the relationship between the individual or another person; including students, colleagues, society, efforts to maintain the existing differences in the category of good and very good. This means that some of the conditions that have not yet reached their social contacts with **good and excellent qualifications**.

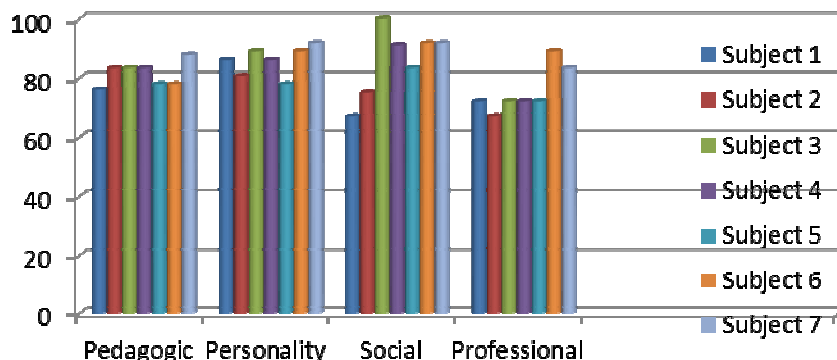
### Professional Realm

For the realm of professional competence of subject outcomes can be interpreted as follows:

1. Proportion Subject 1;  $(5 + 8) / 18 \times 100\% = 72\%$ , Value Competence is 3
2. Proportion of Subjects 2;  $(6 + 6) / 18 \times 100\% = 67\%$ , Value Competence is 3
3. Proportion of Subjects 3;  $(5 + 8) / 18 \times 100\% = 72.2\%$ , Competence Values are 3
4. Proportion of Subjects 4;  $(5 + 8) / 18 \times 100\% = 72.2\%$ , Competence Values are 3
5. Proportion of Subjects 5;  $(5 + 8) / 18 \times 100\% = 72.2\%$ , Competence Values are 3
6. Proportion of Subjects 6;  $(2 + 14) / 18 \times 100\% = 88.9\%$ , Value Competency is 4
7. Proportion of Subjects 7;  $(3 + 12) / 18 \times 100\% = 83.3\%$ , Value Competency is 4.

Professional Achievement realm with two (2) have the competence interval proportion of 67% to 88.9%, entered into two intervals of  $> 50\%$  and  $\leq 75\%$ , and the interval 76% to 100%, reaching the highest value competence, ie average -rata 3.3. It can be understood that the performance of a teacher in the realm of professional regarding able to perform basic competency standards for subjects that diampunya, include information that is accurate and up-to-date, an evaluation, had a journal, develop a learning plan, applying the experience of Development Profession Sustainable (PKB), and is able to utilize Information Technology (ICT) in the implementation of Sustainable Development Profession. In this aspect included in karegori good qualification.

**Figure 1. Proportion of performance subject to the Realm of Pedagogic, Personality, Social, and Professional**



### I. Findings Learning Science (Physics)

Results of processing data on the proportion of the four competencies, as mentioned above, there are several findings of the learning process is deemed not to meet the completeness of learning resources for teaching science, especially physics at the elementary school. However, the form of the independence of the teachers there and the ability of his skill in making science teaching physics props can be implemented without reducing the values and concepts of physics, including;

1. **Energy Education: teachers use multiple tools including:**
  - 1). Using a fan
  - 2). Using a bicycle dynamo
  - 3). using battery.
2. **Learning magnet: teachers using the material:**
  - 1). Electricity cables and wire of iron from nails
  - 2). Magnet of a bicycle dynamo that has been damaged.
3. **Learning Electricity: teachers using the material:**
  - 1). Some lime, wires and small light bulbs
  - 2). Batteries, cables, and several lights.
4. **Learning Objects and its properties in bringing the heat: a tool used pad learning process include:**
  - 1). Several scoops of different metals for the test conductor
  - 2). Some materials darai wood, glass, plastic for trial isolator.

5. **Learning sound: teachers utilize nature as a laboratory:**

- 1). How to utilize the leaves to the sound tool
- 2). How to use the trunks to result in sound.

6. **Learning the solar system:**

Teachers utilize several students to demonstrate the motion of the Earth around the sun, and explains a lunar eclipse as a student by demonstrating some of the earth, moon and sun in the cypress straight line.

The findings of the above is an activity in science teaching in the classroom 6 elementary schools in the district Bubulan. If the findings are included in one of the existing competencies, it is fit in the professional competence. From the observation and monitoring, as well as interviews with teachers as respondents, bahwasannya all this is done because the schools do not have props for science especially physics of matter is adequate.

**J. Conclusion**

1. The performance shown by S1 graduate elementary school teacher Elementary School Teacher Open University in carrying out his duties as a teacher is the ability to apply in a proper four domains consisting of the realm of pedagogical, personality, social, and professional with the competencies that exist in it on learners, peers (teachers), staff, parents, and communities so as to enhance the learners' achievements and accomplishments sekolah. Adapun achievement in this performance with a fourth domain that is reaching the criterion of good and very good.3. The findings of the Natural Sciences learning is a form of self-reliance teachers primary schools as well as the values in highly innovative creativity in the learning of Natural Sciences (IPA) Physics in elementary school.
2. According to the teachers of primary school graduates S1 Primary School Teacher Education Open University of the performance concept is quite simple: The real achievement of work, both in quality and quantity that can be achieved and take full responsibility
3. The findings of the study Natural Sciences (IPA) is a form of self-reliance teachers primary schools as well as the values in highly innovative creativity in the learning of Natural Sciences (IPA) Physics in elementary school.

**Bibliography**

- Amat Jaedun (2009). Professional Performance Evaluation Guru. Makalah. Jaedun@yahoo.com.hal1-16.html (diakses 21 April 2016)
- Caroline Howard, Karen Schenk, Richard Discenza. (2003). Distance Learning and University Effectiveness: Changing Educational Paradigms for online learning. London: infosci
- Chris Yates, Jo Bradley. (2000). Basic Education at a Distance. London and New York: Routledge Falmer
- Diah Mustika Wardani, Herpratiwi, Sasmia. (2015). Performance Evaluation of elementary school teachers in Learning in Natar District of South Lampung regency. Penelitian.e-mail: diah\_mustikawardani@yahoo.com. (Accessed 13 April 2015)
- Dwiyanto, Agus. (1995). Achieve Good Governance Through Public Service. Yogyakarta: Gadjah Mada University Press.
- Ermelinda Yosefa Awe, Nyoman Dantes, I Wayan Lasmawan. (2014) .Hubungan between Academic Qualifications, Competencies, Motivation Working with Elementary School Teacher Performance (sd) in District Bajawa, Ngada. E-Journal Undiksha PPs. Vol4. <http://pti.undiksha.ac.id>.html (13 April 2015)
- Hilary Perraton, Helen lentell. (2004) .Policy for Open and Distance Learning. London: Routledge Falmer
- I Ketut Suarya, Nyoman Dantes, I Wayan Lasmawan. (2015) .Determinasi Professional Ability, Work Ethics, and Emotional Intelligence terhadap sd Certified Teacher Performance in Cluster 1 and 2 Subdistrict Abang. e-Journal Undiksha PPs. Vol 5. <http://pti.undiksha.ac.id>.html (13 april 2015)
- John W Creswell. (1998). Research Design, Qualitative, Quantitative, and Mixed Methods Approaches. University of Nebraska-Lincoln. SAGE Publication. Inc
- Keegan, D. (1986) .The Foundation of Distance Education. London: Croom Helm
- Komang Sukarana, Dantes Nyoman Gede Rasben Dantes. (2015) Work .Motivasi and teacher performance in terms of Certification Status in Teachers throughout Abang District Education Year 2013/2014. e-Journal PPs Undiksha. Vol 5. <http://pti.undiksha.ac.id>. (13 April 2015)
- Lerner, RM. (1976). Concepts and Theories of Human Development. Philippines: Addison Wesley.
- Lawrence A. Tomei. (2010) .Lexicon of Online and Distance Learning. London: Rowman & Littlefield Education
- M. Atwi Suparman. (2014). Technology Education in Distance Education. South Tangerang: The Open University Zulkifli Mohammad Arif Darmawan, Edy Sutrisno. (2014) .Motivasi Training, Certification,

- Welfare and Performance Guru.2014. Persana, Journal of Psychology Indonesia.Vol 3. 2. it 148-155.Html (13 April 2015)
- Munir. (2012). Pembelajaran Distance Learning, Information Technology and Komunikasi.Bandung: Alfabeta
- Nurhayati B (2006). Factors Affecting Performance Professionalism and Biology Teacher at SMAN Makasar Sulawesi Selat6an.Jurnal Pulpit Education UM. Vol.25.No.4.hal 64-70.html (accessed 21 April 2016)
- Wungu & Brotoharjo. (2003). Increase your company's performance with Merit System. Jakarta: King Grafindo Library.
- Yuliani Indrawati. (2006) .Faktor Factors Affecting Performance of Teachers of Mathematics in the Implementation of Competency Based Curriculum (KBK) Secondary School on Management Palembang.Journal City UNSRI.Vol 4.No.7.hal 41-58.Html (13 April 2015)