



The Influence of the Family Environment on Teacher Performance Through Teacher Competence as Mediator Variable

Qori Cahya Dwiningtyas¹(✉) and Mami Hajaroh²

¹ Education Management, Yogyakarta State University, Yogyakarta, Indonesia
qoricahya11@gmail.com

² Philosophy and Sociology of Education, Yogyakarta State University, Yogyakarta, Indonesia
mami_hajaroh@uny.ac.id

Abstract. This study aims to analyze the direct and indirect effects of the family environment on teacher performance through teacher competence as a mediating variable for elementary school teachers in Kulon. Progo. This research is a quantitative research with a survey method. This research was conducted at public elementary schools in Kulon Progo with a population of 652 teachers. A sample of 227 teachers was determined using the Isaac and Michael auxiliary tables with an error rate of 5%. Data collection was carried out using a questionnaire. The results showed that the direct effect (P1) was 0.098 (9.8%), while the magnitude of the indirect effect was calculated by multiplying the indirect coefficient (0.509) \times (0.785) = 0.340 (34%). This shows that the role of the family in creating a good family environment has an important influence in supporting the performance of a teacher, and also the competence possessed by the teacher will further assist the teacher in carrying out his duties.

Keywords: family environment · teacher competence · teacher performance

1 Introduction

Education has a very important role in the process of creating quality human resources (HR). To be able to achieve quality education, of course, is closely related to the quality of teachers. The role of the teacher is an important and strategic component in the implementation of the educational process, the results of which can be seen one of them from the performance of a teacher, because the teacher is a facilitator in the teaching and learning study process. Teacher performance is the teacher's ability to carry out learning tasks in madrasas, and under his guidance is responsible for students by increasing student academic achievement. Therefore, for the teacher performance study a can be interpreted as a condition that shows the teacher's ability to carry out tasks at school and describes teacher behavior in or during learning activities. Teacher performance can be seen from student achievement. In addition, teacher performance can be seen from the abilities needed [1]. The process of achieving good teacher performance must certainly get support from various things, both from the people around and from the surrounding environment.

© The Author(s) 2023

R. Perdana et al. (Eds.): ICOPE 2022, ASSEHR 746, pp. 529–543, 2023.

https://doi.org/10.2991/978-2-38476-060-2_49

Creating a good environment will have an impact on the performance of a teacher. A teacher will be able to carry out his duties optimally if supported by a good environment. The environment referred to here is the family environment. The family is the smallest unit of a society that will shape one's behavior. The family environment is the main environment that is responsible for the formation of personality, affection, behavior, attention, guidance, health and home atmosphere. The family environment is the main pillar for shaping human personality so that it can develop properly. The family environment also plays a role as a source of knowledge. The duties and functions of the family are not a single but multiple functions. In a nutshell, family work is:

(1) To stabilize the family situation in terms of stabilizing the family's economic situation. (2) Educate. (3) family physical and psychological care, including religious life; Home education is the first and most important foundation of education. A harmonious and happy family environment produces good and responsible children and future generations. The role of parents is to lay the foundation for their child's education first. In fact, the family is the first and most important educational institution in society. Because it is in the family that people are born and grow up, and the family is also the oldest educational institution of an informal character. The form and content, as well as the methods of upbringing in the family, always affect the growth and development of each person's character, character and individuality. The education received in this family is used by children as the basis for their subsequent schooling. Against this background, family life, especially the role of parents, is the first educational environment that plays an important role in determining and facilitating the developmental process of the child.. It is possible that the problems experienced at school are the result or continuation of an inharmonious family environment and the roles of family members that are not carried out properly. If a conducive atmosphere is created in the family environment, it will have an impact on the behavior of someone who will continue to behave positively. Vice versa, a family environment that is not conducive and uncomfortable will have an impact on the behavior of family members who are not good. The impact of this created family environment will of course continue to influence one's behavior at work.

Apart from the environment, the process of being able to achieve the performance expected of a teacher, of course, cannot be separated from the abilities or competencies they have, as explained earlier. The ability referred to here is the competence possessed by a teacher. Teacher performance can be seen and measured according to the specifications of abilities or competencies that must be possessed by each teacher. This shows that competence is something that must be understood by teachers. Therefore a teacher who is considered as a profession should have 4 basic competencies that must be mastered, so as to produce good performance in order to realize the vision, mission and goals of the school. These four competencies must be possessed because of these four competencies a teacher's performance can be shown. This competence is considered important because this competency is the ability to carry out obligations properly [2], therefore a teacher must master or understand 4 basic competencies, namely pedagogic competence, social competence, professional competence, and personality competence [3].

Based on the description above, it can be seen from several components that are considered to influence teacher performance, namely the family environment and teacher competence. This is done to obtain data to support the process of creating quality education, which of course begins with creating quality that exists in the teacher. Where the creation of this quality is inseparable from the various components that are around it, so that with this research it is hoped that it can provide insights about several things that need to be considered to support teacher performance.

2 Theory

A. Family environment

The environment is generally defined as a spatial unit that contains all objects, forces, conditions, and creatures (including humans and their behavior) that affect the survival and well-being of humans and other creatures [4]. The environment is all physical/natural or social phenomena (events, circumstances or conditions) that affect or are affected by personal development [5]. Family is the part of human beings that we interact with every day. The family is a collection of two or more people who live together with rules and emotional relationships that have their respective roles [6]. The family is the smallest unit in society, consisting of will and love between two human subjects [7]. Based on some of the views above, it can be concluded that the family environment is a small community environment that influences the physical and psychological development of individuals in their next life. Thus it can be stated that the family plays a very important role in the actualization of one's life. Factors of the family environment were significantly correlated with each other, meaning that the family environment would be sound if all the necessary terms and conditions correlated together and the development of a child would be proper [8].

A family as the smallest unit in society certainly has a function, based on a cultural approach, has the following functions [9]:

- Biological function

This function gives each member a chance to live.

- Economical function

This function shows that the family is an economic unit.

- educational function

The function of education requires every parent to place family life in an educational environment so that family members can learn from each other.

- Function religious

Religious functions and parents are obliged to introduce, guide, demonstrate and involve children and other family members about religious principles and behavior.

- Function child socialization

The socialization function involves preparing children to become good members of society.

- Function recreational

This function does not have to appear in the form of luxury, multi-function and banquets, but can be achieved by creating a calm and harmonious atmosphere in the family.

- affection function

In this function, the family can carry out the tasks of an interactive institution which becomes a strong internal bond between its members according to the status of their respective social roles in family life.

Meanwhile several family factors are divided into [10]:

- Method parents educate

The way parents educate their children will affect the way children learn.

- Relations between family members

The most important relationship between family members is that between parents and children. The goal is to support the child's success.

- Home atmosphere

The family atmosphere is intended to be a joint situation or event in the family where the child learns.

- Family economic situation

The economic situation of the family will also affect family members.

- Understanding parents

All family members need encouragement and encouragement from parents.

- Cultural background

The level of education or habits in the family can affect the behavior of each family member.

The family environment is related to all conditions that occur inside and outside the home that involve family members. The family environment is all situations and conditions of the social climate that occur within a family [11]. Therefore, teachers who are in a harmonious family environment will display a good attitude, love students, respect students, provide guidance with affection, protect students from falling into immoral and disgraceful actions. The performance of teachers who come from a good family environment is always characterized by positive traits.

B. Teacher Competence

Competence is something that must really be considered, because if the work assigned to a person is in accordance with his abilities, then he will work seriously and be disciplined to do it. Ability is basically a description About what a person can do at work and how this work is viewed. Jobs require knowledge, attitudes and skills in the field of work. Competencies are latent abilities, latent traits, or motivations that are exhibited through various observable behaviors that contribute to work excellence [12]. Competence refers to a set of skillful and responsible behaviors that a person must possess in order to be considered competent in a particular field of work [13]. A teacher's competence is the result of a combination of skills, a set of knowledge, skills, and behavioral forms that a teacher must possess, live, and master in the performance of their professional duties. Can take [14].

Referring to the understanding of competence above, teacher competence can be interpreted as an illustration of what a teacher must do in carrying out his work, both in the form of behavioral activities and results that can be shown in the teaching and learning process. Therefore this teacher competence must really be considered for the

realization of educational goals. Competence is one of the things that is important and must be considered in the world of education, this is because [15]:

- Teacher competence as a selection tool for teacher acceptance
- Teacher competence is important in the context of teacher development
- Teacher competence is important in the context of curriculum development
- Teacher competence is important in relation to student learning activities and outcomes

Teacher competence is something that must be considered, where this competency consists of 4 types, namely:

- Pedagogic Competence

Pedagogic competence is the ability to manage students [16]. Pedagogic competence is basically the teacher's ability to manage student learning

- Professional Competence

Professional competence is the ability to master learning material broadly and in depth which enables it to guide students to meet established competency standards [16].

- Social Competence

Social competence according to the National Education Standards is the ability of teachers to communicate and interact effectively with students, other educators, educators, parents/guardians of students, and the surrounding community as part of society [16].

- Personality Competence

Based on the National Education Standards, personality competence is a personality ability that is steady, stable, mature, wise, and authoritative, setting an example for students, and having noble character [16].

C. Teacher Performance

The success of a job can be seen from the quality of its performance. It can be stated that way because performance has meaning, namely the work done by someone in the organization to achieve goals based on standardization, scale, and time according to the type of work, and in accordance with established norms and ethics [17]. Performance relates to the achievement or non-achievement of specific results designated to be accomplished [17]. In addition, teacher performance is related to the quality of teacher task implementation, as follows [7]:

- Work individually with students
- Preparation and learning design
- Use learning media
- Let students participate in a variety of learning experiences

D. Active teacher leadership

Performance is an effort that can be made by a person or group of people in an organization to achieve organizational goals in accordance with their respective authorities

and responsibilities [18]. Performance study is the level of execution at which a person or organization uses its abilities and sets limits to complete tasks. Performance study is the end result of an activity. Managers are concerned with organizational performance, the accumulated end results of all the organization's work activities.

The performance of a teacher is the behavior of the teacher as a whole in achieving the tasks assigned to teachers, trainers, mentors, coaches, and student educators. Therefore, mastery of these main tasks can increase the level of teacher teaching. Performance the teacher is a condition that indicates that the teacher is able to carry out his duties at the pesantren and describes the behavior shown by the teacher in carrying out various learning activities [19]. Performance a teacher is all activities carried out by the teacher in developing his duties and responsibilities in the fields of education, teaching, coaching, coaching and coaching students to reach a level of maturity. Teacher study performance is the result of work that can be demonstrated through the quality of work laerner, punctuality, initiative, speed, and excellent communication critical [20].

Some important things that need to be considered which will later improve teacher performance in carrying out their duties include [21]:

- Cooperative and helpful attitude
- Cooperative and persuasive parents
- Adequate facilities
- Student interest in the school curriculum
- Careful student
- Supervision is useful
- Well organized school
- School standard policy

Besides that, there are several factors that can reduce teacher performance, including:

- Lack of signed contracts with students during the day
- Administrative tasks
- The principal lacks cooperation and encouragement
- Inadequate building
- Lack of cooperation with employees
- Excessive teaching load
- Low salary
- Incomplete work facilities

For To improve teacher performance, it is necessary to make several breakthroughs, including [22]:

- Help teachers understand, choose and formulate educational goals to be achieved
- Encourage teachers to be able to solve the learning problems they face and be able to see the results of their work
- Give proper recognition or appreciation of teacher performance, both given by the school principal and given by fellow teachers, administrative staff, students, and the general public as well as those given by the government
- Delegating responsibility and work authority to teachers to manage the teaching and learning process by providing freedom in planning, implementing and evaluating learning outcomes

- Help provide convenience to teachers in the process of submitting promotions in accordance with applicable regulations
- Making school policies in the distribution of teacher tasks, both the teaching load, the teacher's administrative burden and other additional workloads must be adjusted to the abilities of the teacher himself
- Always use appropriate supervision techniques according to the abilities and desires of the teacher, and strive to improve and improve the ability of teachers in the learning process
- Strive to improve welfare so that teachers can receive and provide the best service
- Establish a healthy and happy working relationship between teachers and principals, teachers and teachers, teachers and students, teachers with administrative management and other people in the school environment
- In the school environment, especially in the classroom, creating and maintaining healthy and pleasant working conditions and climate, creating a pleasant workplace, providing adequate and up-to-date learning facilities, comfortable rest areas at school, clean and beautiful schools, adequate lighting
- Give teachers the opportunity to develop to increase knowledge, improve teaching skills and master new skills
- Efforts to carry out the teacher's work in schools affect the harmony of family members, the education of family members and family happiness
- Establish and maintain stable work safety and good working positions for teachers, so that teachers feel safe at work
- Pay attention to the increase in teacher status by realizing identity integrity in the form of equipment that supports the teacher's position
- Mobilize teachers, staff, students and community members so that they successfully complete the education plan in schools
- Creating a harmonious, healthy, energetic and comfortable school environment so that all members can play their full game for work efficiency and obtain high job satisfaction

The link between family environment variables and teacher performance through teacher competence as a mediating variable which becomes a concept in this study can be described in Fig. 1.

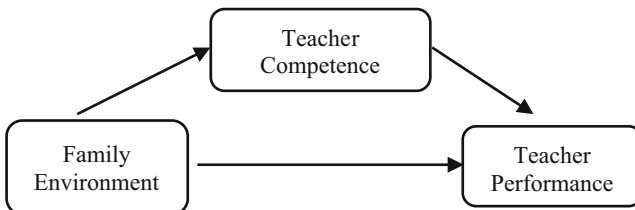


Fig. 1. Research Conceptual Framework

3 Method

This type of research is survey research. This research was conducted at a Public Elementary School (SD) in Kulon Progo represented by 3 Kapanewon, namely Kokap, Pengasih, and Panjatan.

The population in this study were all public elementary school teachers in Kapanewon Kokap, Pengasih, and Panjatan Kulon Progo districts. With details of elementary schools with a population of 652 teachers (Table 1).

While the sample in this research was 227 teachers. The sampling technique is cluster sampling (Table 2).

The data collection technique in this study was a closed questionnaire. The questionnaire used was obtained by developing indicators for each variable. Data analysis technique using path analysis.

Table 1. Status of the Research Population

Population	Lots	Amount
Teacher Kapanewon Kokap	216	652
Compassionate Kapanewon Teacher	233	
Guru Kapanewon Panjatan	203	

Table 2. State of the Research Sample

Population	Lots	Amount
Teacher Kapanewon Kokap	75	227
Compassionate Kapanewon Teacher	81	
Guru Kapanewon Panjatan	71	

4 Results and Discussion

A. Research Result

Based on the research that has been done, the following data is obtained:

- Family Environment Variables

The frequency distribution for the family environment variable shows that the average score is 51.29 while the median score is 51. It can be seen that the distributor's minimum score is 35, the maximum score is 64.

- Teacher Competency Variables

The frequency distribution for the teacher competency variable shows that the average score is 158.52 while the median score is 159. It can be seen that the distributor's minimum score is 122, the maximum score is 187.

- Teacher Performance Variables

The frequency distribution for teacher performance variables obtained from the average score data is 137.59 while the median score is 136. It can be seen that the distributor's minimum score is 101, the maximum score is 168.

- Path Analysis

The use of path analysis is to determine the direct or indirect effect between variables. Direct effect, for example, to determine the effect of the independent variable directly on the dependent variable without going through other variables. While the indirect effect is knowing the effect of the independent variable on the dependent variable through other variables. Then for each dependent variable (endogenous variable) there will be an arrow pointing to this variable and this serves to explain the amount of unexplained variance by that variable. The path coefficient is a standardized study regression coefficient. The path coefficient is calculated by constructing two structural equations, namely the regression equation which shows the hypothesized relationship. In this case there are two structural equations are:

$$\text{Teacher Competency} = b_1 \text{ Family Environment} + e_1 \dots \quad (1)$$

$$\begin{aligned} \text{Teacher Performance} = & b_1 \text{ Family Environment} \\ & + b_2 \text{ Teacher Competence} + e_2 \dots \end{aligned} \quad (2)$$

Standardized coefficient for Family Environment in Eq. (1) will give the value of p_2 . While the coefficients for Family Environment and Teacher Competency in Eq. (2) will give p_1 and p_3 values. The results of the calculation of the structural equation can be seen in Tables 3 and 4.

Based on this output, the standardized beta value of the family environment in Eq. (1) is 0.509 and a significance of 0.000, which means that the family environment affects teacher competence. The standardized beta coefficient value of 0.509 is the path or path

Table 3. Summary Models

Model	R	R Square	Adjusted R Square	std. Error of the Estimate
1	.509 ^a	.259	.256	18.567803

^a Predictors: (Constant), Environment-Family

Table 4. Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		<i>B</i>	<i>std. Error</i>	<i>Betas</i>		
1	(Constant)	81,372	9,453		8,608	.000
	Family environment	1,555	.168	.524	9,238	.000

^aDependent Variable: Teacher-Competence

p2 value, while the value of $e1 = \sqrt{(1-0.259)} = 0.860$ this indicates the amount of variance in the teacher competency variable that is not explained by the family environment. So the path equation is: $X2 = 0.509X1 + 0.860 \dots$ Eq. (1).

The results of the calculation of the second structural equation can be seen in Tables 5 and 6.

Based on the output of the regression Eq. (2), the standardized beta value of family environment is 0.098 and teacher competence is 0.785, all of which are significant. The value of standardized beta Family Environment 0.098 is the value of the path p1

Table 5. Summary Models

Model	R	R Square	Adjusted R Square	std. Error of the Estimate
1	.840 ^a	.706	.704	11.716777

^a Predictors: (Constant), Competency-Teacher, Environment-Family

Table 6. Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		<i>B</i>	<i>std. Error</i>	<i>Betas</i>		
1	(Constant)	-2,486	7,323		-.340	.735
	Family environment	.305	.133	.098	2,296	.023
	Competency-Teacher	.827	045	.785	18,468	.000

^aDependent Variable: Teacher-Performance

path and the value of standardized beta Competency of Teachers 0.785 is the value of the path p_3 , while the value of $e_2 = \sqrt{(1-0.706)} = 0.542$ this indicates a variance in teacher performance that cannot be explained by family environment variables and teacher competence. So the path equation is $0.098X_1 + 0.785X_2 + 0.542\dots$ Eq. (2).

B. Hypothesis Testing

Based on the table, the family environment has a $t_{\text{count}} > t_{\text{table value}}$ ($9.238 > 1.960$) with a significant value of $0.000 < 0.05$ and a positive standardized beta value of 0.509. In conclusion, H_a is accepted, this shows that the family environment can have a direct effect on teacher performance.

From the table it can be seen that the family environment variable has a $t_{\text{count}} > t_{\text{table}}$ ($2.296 > 1.960$) with a significant value of $0.023 < 0.05$ and a positive standardized beta value of 0.098 and the teacher competence variable has a $t_{\text{count}} > t_{\text{table}}$ ($18.468 > 1.960$) with a significant value of $0.000 < 0.05$ and a positive standardized beta value of 0.785. In conclusion, H_a is accepted, this shows that the family environment can have an indirect effect on teacher performance through teacher competence as a mediator variable.

The results of the path analysis show that the family environment can have a direct effect on teacher performance and can also have an indirect effect, namely from the family environment to teacher competence (as a mediator variable) then to teacher performance.

The magnitude of the direct effect (P1) is 0.098 while the indirect magnitude must be calculated by multiplying the indirect coefficient, namely $(0.509) \times (0.785) = 0.340$.

C. Discussion

The influence of the family environment on teacher performance is also due to the fact that family is an important factor in achieving success. Besides that, the success of family members can be influenced by how parents educate, the atmosphere of the house. Based on this statement, it can be shown that if the family environment has high support, it will also have a high influence on the success of family members where one of them is the performance of a teacher.

In addition, the family environment is one of the external factors that can influence a person's attitude. The family functions to encourage and develop religious attitudes, instill cultural values and love, and provide protection for its members. This need is a condition for the creation of quality human beings.

A conducive and harmonious family environment will improve teacher performance. The atmosphere of the family environment can increase the morale of the teacher so that in carrying out the tasks the teacher can maximize the potential he has so that his performance also increases. With the support of the family and the establishment of communication and openness in various aspects can increase the teacher's work intensity. The performance of teachers who come from a good family environment is always characterized by positive traits such as working happily, being exemplary in doing good, having high commitment, and having high awareness and discipline in carrying out their duties. This also happens because the family environment is a small community environment that influences the physical and psychological development of individuals in the next life. Thus it can be stated that the family environment plays a very important

role in the actualization of one's life. Therefore the family environment will have a big influence on a person's life in living the next life.

In addition, the family environment can affect a person's life because one of the functions of the family is the function of socialization. Where the family is the first place for individuals to carry out socialization with family members and learn discipline, cultural norms, and behavior through interactions within the family so that in the future individuals are able to play a role in community life. Based on this function, when the family can carry out the socialization function well, then when it will be easier to help someone in society and adapt, both in the community and work environment. Likewise with factors in the family environment, including the relationships between family members and also the atmosphere in the house. Where when the relationship between family members goes well, then there is a relationship full of understanding and compassion accompanied by guidance and also if necessary punishment is given to support each other's success. By creating good relations between family members, a good family atmosphere will also be created, where this can affect someone when working. If a calm atmosphere is created at home, this will make a person more calm when working, because a person will focus on his work, so that the work produced will also be maximal.

Therefore, teachers who are in a harmonious family environment will display a good attitude, love students, respect students, provide guidance with affection, and always protect students from falling into disgraceful actions. This also indicates that the teacher will carry out his obligations seriously and full of responsibility. Especially if there is an effect that the teacher's work carried out at school has an impact on the harmony of family members, the education of family members, and the happiness of family members, of course this will continue to motivate a teacher to carry out his work.

In addition to support from the family environment to be able to do a job, a person must have the ability in the form of knowledge, attitudes, and skills that are relevant to the field of work. In this study, the abilities that a teacher must have include competency, where competence is a set of responsible intelligent actions that a person must have as a condition for being considered capable of carrying out tasks in a particular field of work [22]. When someone has good competence and is in accordance with the field of work, then this will really help someone at work, because it is in accordance with the knowledge possessed and the responsibilities of the work carried out. Likewise with a teacher when the teacher has the required competencies, this will certainly help the teacher to make his work easier. This indicates that competence is important and must be considered, this is because teacher competence is a selection tool in teacher recruitment, competence plays a role in teacher development, important competence in the framework of curriculum development, and important competence in relation to student learning activities and outcomes.

Thus when a teacher has received good support from the family environment, the teacher will produce good work, especially if it is coupled with the abilities or competencies he has, which will certainly improve his performance. However, it is possible that the good work results are also influenced by other factors that have not been explained in this study.

5 Conclusion

The teacher's family environment is generally good enough to support the performance of each teacher. The average value of the teacher's family environment is 51.29 out of a minimum score of 35 and a maximum of 64 or 80.14% of the maximum score. Based on data analysis, it can be concluded that the family environment has a direct or indirect influence on teacher performance. The direct influence of the family environment on teacher performance is 9.8%, while the magnitude of the indirect effect is 34%.

The results of this study indicate that the family environment influences teacher performance both directly and indirectly, therefore the support of each family member will create a positive environment for teachers. Every component that is around the teacher both from within and outside the teacher must be able to work together to support the teacher in developing his abilities so that it will improve teacher performance. This needs to be considered because after all the teacher will spend more time in the family environment. So it cannot be denied that the family environment will have an impact on the teacher. This impact, of course, will also be sustainable for what is done. For a teacher, of course, it will affect how the teacher transfers knowledge to students so that it will have an impact on the results obtained by students.

References

1. R. Ahmadi, "Profesi keguruan konsep&strategi mengembangkan profesi & karier guru", Ar-Ruzz Media, Yogyakarta, 2018.
2. S. A. Thalib, & D. Manda, The effect of school supervisors competence and school principals competence on work motivation and performance of Junior High School teachers in Maros Regency, (Indonesia, International Journal of Environment & Science Education 2016), 7309–7317.
3. L. Husein, Profesi keguruan menjadi guru profesional, PT Pustaka Baru Press, Yogyakarta, 2017.
4. R. Kempa, Kepemimpinan Kepala Sekolah, Penerbit Ombak, Yogyakarta, 2015
5. I. Kurniasih, dan B. Sani, Kupas tuntas kompetensi pedagogik teori dan praktik, Kata Pena, Surabaya, 2017
6. B. B. Mahapatro, Human resource management, New Age International, New Delhi, 2010.
7. Muhaimin, Paradigma Pendidikan Islam. Bandung, PT Remaja Rosdakarya, Bandung, 2004.
8. Mulyasa, Standar Kompetensi dan Sertifikasi Guru, PT Remaja Rosdakarya, Bandung, 2008.
9. T. Rachmawati, dan Daryanto, Penilaian kinerja profesi guru dan angka kreditnya, Penerbit Gaya Media, Yogyakarta, 2013.
10. H.V. Rivai, dan S. Murni, Education Management, Rajawali Pers, Jakarta, 2009.
11. S. P. Robbins, dan M. Coulter, Management. Prentice Hall-Person Education International, 9th ed, 2007.
12. Rusdiana, dan Y. Heriyati, Pendidikan Profesi Keguruan Menjadi Guru Inspiratif dan Inovatif, Pustaka Setia, Bandung, 2015.
13. Slameto, Belajar dan Faktor-Faktor yang Mempengaruhinya, Rineka Cipta, Jakarta, 2013.
14. R. J. Stone, Human Resource Management, 5th ed, John Wiley & Sons, Sydney, 2005.
15. Supardi, Kinerja Guru, PT Rajagrafindo Persada, Jakarta, 2016.
16. Suprajitno, Asuhan keperawatan keluarga aplikasi dalam praktik, EGC, Jakarta, 2004.

17. H. B. Uno, dan N. Lamatenggo, *Landasan Pendidikan*, Bumi Aksara, Jakarta, 2017.
18. M. Usman, *Menjadi guru profesional*, PT Remaja Rosdakarya, Bandung, 2009.
19. M. U. Uzer, *Menjadi guru profesional*. Yogyakarta: PT Remaja Rosdakarya, 2013.
20. Wirawan, *Psikologi Praktis: Anak, Remaja, dan Keluarga*, Pustaka Utama, Jakarta, 2012.
21. S. Yusuf dan M.N. Sugandhi, *Perkembangan peserta didik*, PT RajaGrafindo Persada, Jakarta, 2016.
22. C. Zastrow, & K. Ashman, *Understanding Human Behavior and Social Environment*, Library of Congress Control, USA, 2013.

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

