

The Relationship between of Teacher Competence, Emotional Intelligence and Teacher Performance Madrasah Tsanawiyah at District of Serang Banten

Wawan Wahyuddin¹

¹ Faculty of Teacher Training and Education, IAIN Sultan Maulana Hasanuddin, Banten, Indonesia

Correspondence: Wawan Wahyuddin, Faculty of Teacher Training and Education, IAIN Sultan Maulana Hasanuddin, Jl. Jenderal Sudirman No. 30, Serang, Banten, 42118, Indonesia. Tel: 62-025-420-0323. E-mail: wawanwayhu01@gmail.com

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Abstract

This study wants to examine the relationship between teacher competence and emotional intelligence that held by teachers to increase the teacher performance Madrasah Tsanawiyah at district of Serang Banten. This research was conducted with the quantitative method, through analysis descriptive and inferential. Samples the research were teachers Madrasah Tsanawiyah with using the instrument as a means of data collection, the results showed that there is a relationship between teacher competence to teacher performance, as well as emotional intelligence has relationship with the teacher performance. Improvement the teacher performance due to increased and improvement the teacher competence and emotional intelligence. So therefore, it takes a real effort of various parties in improvement the teacher competence and emotional intelligence held by teachers, improvement the teacher competence and emotional intelligence will give a positive result to the improvement and enhancement of the teacher performance in the learning process in schools.

Keywords: teachers, competence, emotional intelligence, performance, Madrasah

1. Introduction

Education is the basic for producing a superior human resources. The educational world is the main school. School is the one of alternative institutions of educational service. The teachers have a role and responsibility that important in the implementation of teaching programs at school. Teacher is one of the human resources that are in school. The teacher performances in school have an important role for achieving the goals of school. The teacher performances are to inform all of parties, the optimum of teacher performance is affected by many factors, both of internal and external. Teachers are professional educators with the primary duty is educating, teaching, guiding, directing, training, assessing, and evaluating the students on childhood early education, formal education, basic education, and secondary education (Law, No. 14, 2005).

There are eight things to be desired by the teacher accordingly performance can be improved naturally. Those are feel safe and good manners, the work conditions are wish, participation, fairness and honesty, poisoned, recognition, and appreciation for donate, join with a policy that school made, the oppurtunity to develop self respecting (Bafadal, 2003).

Lower quality of education can't be separated from the role of the teacher as a main manager of the educational process in addition the the other factors, such as the quality and characteristics input, the environment and infrastructure (Blazely, 1997). In the study said that learning at school is very theoretical and not related to the environment what children learn. According to Martinis and Maisah (2010) factors that make performance include intrinsic factors (personal/individual) or human resources and extrinsic is the leadership, system, team, and situational.

Teacher competence needs carrying out of the teaching duties in schools. According Barlow (1985) stated that the teacher competence is the ability of teacher responsibility to show his or her duties appropriately. Wade and Moor (1992) stated that teachers need pedagogical knowledge and training to develop themselves as a teacher proficient confident of their own abilities and faith in the potensial students. To make high quality learners, teacher must be the master of four competences. All of competences must be capable to improve the teacher

quality are pedagogical, professional, social, and personality (Government Regulation, No. 19, 2005).

Sudjana (2002) the teacher competences can be divided into three areas, there are pedagogical, personal, and social. Murniati (2007) the one of profession character needs to have skill and qualifications which has been standardized by the authorities (teacher standards competence). Soedarminto (1991) teacher as an educator needs professional skills in the form of competences (a) knowledge competences, the point is on cognition aspect/teacher knowledge; (b) performance competence, which emphasizes to the behavior aspects/teacher competence that can be observed; (c) the consequence of competences the point is on student learning aspects output from the teacher knowledge competence result and appearance.

Moreover teacher performance can see from the emotional intelligence of teacher in the teaching process, emotional intelligence is the ability for recognizing our own feelings and the feelings to each others, the ability to manage the emotion better in ourselves and relationship to the others (Hamzah, 2005).

It can be said that the teachers have good emotional intelligence is the teacher who have the ability to manage the emotions and feelings, as well as more active in cooperation for achieving educational goals. Robert Rosenthal in his research indicates that people who can able to analyse feelings and non verbal code are better to adjust themselves emotionally, more popular, easier to interact, and more sensitive (Goleman, 2006).

In the learning process, emotional intelligence of teachers are needed, by Mulyasa (2006) so that why learning take place optimally and improve to the maximum learning. There are several ways to develop emotional intelligence in learning that provides a conducive environment, makes a democratic learning situation, empathy, and perceived by the students, helps the students find a solution in any problems that may they get, engages the students optimally in learning, physically, socially, and emotionally, responds to all of students positive behaviors, and avoids the negative response, gives the example for obeying the rules and discipline learning. According to Goleman (2006), emotional intelligence is the ability to regulate emotional life with intelligence (to manage our emotional life with intelligence); to maintain the emotional with harmony and disclosure (the appropriateness of emotion and expression) through the self-awareness skills, self-control, self-motivation, empathy, and social skills. Emotional intelligence is the ability to recognize feelings, reach and build feelings to help the idea, feelings and understanding are meaning and deep feeling control that fosters emotional and intellectual (Stein & Book, 2002).

The emotional intelligence concept has great enjoyment in this era recently. Many studies agree with the emotional intelligence development for adults and children (Cadman & Brewer, 2001). Emotional intelligence is the ability to: (a) understanding; (b) listening each others and feeling them and (c) expressing his emotions in a productive manner (Goleman, 2006). The emotional intelligence involves the following elements those are self-awareness, empathy, management connection, managing feels, and motivation (Alder, 2001; Goleman, 2006).

2. Research Methods

The research use quantitative method with descriptive and inferential analysis. Quantitative method used in this research because they want to know the relationship between the variables study. Kerlinger (2004) also states the principle of quantitative review appropriately used to look at the correlation can be change rests. This study want to know the correlation between the teacher competences and emotional intelligence with the teacher performances. Same as Babbie (2001) the principle of quantitative is the best way to collect valid data from the large population through the study of sampling technique that is appropriate and useful way to measure the opinions, attitudes, perceptions, and behavior or subjects. Statistic descriptive analysis use to explain and answer the problem of study. The statistics are using min, median, mode, and combination skill. Inferential statistics in this research is using correlation analysis and regression analysis to answer the research question of study. Regression is a technique for determining the linear form correlation between some free of variables changing to the make it better and make correlation in the linear fashion (Majid, 1990). Collecting data in this research is used the instrument, the instrument is the one way to get an explanation for anxious inquiry (Kerlinger, 2004). Inquired is using Linkert scale. 5 Linkert scales use to indicate stages of frequency in the case and the opposite applies to every statements put forward (Cavanagh, 2005).

The population of study is all of Madrasah Tsanawiyah teachers in the district of Serang, Banten, Indonesia. Sampling technique is used simple random sampling. According to Sugiarto (2003) the principle of random sample is way to select a sample of population. According to Sugiono (2007) a random sample is a sample size principle investigation in each population has equalization changing into expert sample. The explanation sample size the descriptive investigation. Gay and Airasian (2001) reserves that sample 10-20% from the population is sufficient to do the research. Method is making random sample, the principle is using to select a sample of the population in such as a way so that all of member population have equalization changing into the sample taken

(Sugiarto, 2003). The samples in this research are 150 teachers Madrasah Tsanawiyah in the district of Serang, Banten, Indonesia. Indicator the teacher competence followed by government regulation No. 19, 2005, that are pedagogical, professional, social, and personality. The emotional intelligence indicators in this research followed by Goleman (2006) that are consists of self-awareness, empathy, management correlation, managing feels, and motivation. The teacher performance indicators followed by Rusyan (2005) those are the teacher motivation performance, ethos performance, environmental performance, the duties and responsibility, the group working optimization.

3. Results

3.1 Descriptive Analysis

The descriptive data in this research including mean and standard deviation of three variables in the study, the raw data which process is using statistical descriptive methods. Interpretation of descriptive analysis as expressed by Nunnally (1978), namely: 1.01 to 2.00 mean scores (low); 2.01 to 3.00 (a simple low); 3.01 to 4.00 (simple high); 4.01 to 5.00 (height). Statistic descriptive methods more associated than collecting and summarizing data, and presenting the results from the summary. The result of descriptive research can see in Table 1.

Table 1. The teacher statistics descriptive performance, teacher competence, emotional intelligence

No.	Variable	Dimension	Mean	Standard Deviation	Interpretation
1	Teacher Performance	1) Motivation Performance	23.32	3.068	High
		2) Ethos performance	22.11	3.389	
		3) Environmental performance	22.49	3.337	
		4) Duties and Responsibilities	22.09	2.026	
		5) Group Working Optimization	20.59	3.386	
2	Teacher Competence	1) Pedagogic competence	22.45	2.921	High
		2) Professional Competence	22.73	2.840	
		3) Social competence	22.60	2.490	
		4) Personality competence	20.44	2.579	
3	Emotional Intelligence	1) Self-awareness	21.85	2.932	High
		2) Empathy	21.38	3.434	
		3) Management Correlation	22.53	3.329	
		4) Management Feeling	23.67	4.248	
		5) Motivation	23.00	4.422	

From Table 1, it shows all of variables in this study have high value. Variable of teacher performance in percentage dimension of motivation performance (mean = 23.32, SD = 3.068), the percentage dimension of ethos performance (mean = 22.11, SD = 3.389), percentage dimension of environmental performance (mean = 22.49, SD = 3.337), percentage dimension of duty and responsibility (mean = 20.58, SD = 3.386). From the descriptive analysis of teacher performance variable it means good percentage. It means that the teacher performance in Madrasah Tsanawiyah is good condition.

The variable of teacher competence, the percentage dimension of pedagogic competence (mean = 22.45, SD = 2.921), the percentage dimension of professional competence (mean = 22.73, SD = 2.480), the percentage dimension of social competence (mean = 22.60, SD = 2.490), the percentage dimension of personal competence (mean = 20.44, SD = 2.579). The results show that the variable of teacher competences in Madrasah Tsanawiyah is good condition. It means the whole of teachers have good competences as an educator.

The variable of emotional intelligence, the percentage dimension of self-awareness (mean = 21.85, SD = 2.932), the percentage of empathy dimension (mean = 21.38, SD = 3.434), the percentage dimension of management correlation (mean = 22.53, SD = 3.329), the percentage dimension of management feeling (mean = 23.67, SD =

4.248), the percentage dimension of motivation (mean = 23.00, SD = 4.422). It means that all of representing dimension emotional intelligences is the good place, it proves all of teachers in Nadrasah Tsanawiyah have a good control, the teacher emotional intelligences show the teacher quality.

3.2 Inferential Analysis

3.3 Correlation Analysis

3.3.1 The Relationship between the Teacher Competence and Teacher Performance

To determine the relationship between the teacher competence and teacher performance, in this study is used corellation analysis. Research technique of teacher competence and teacher performance can see in Table 2.

Table 2. Relationship between the teacher competence and teacher performance

Teacher Performance	Motivation Performance	Ethos Performance	Environment of Performance	Duties and Responsibilities	Group Working Optimization	Teacher Performance
Teachers Competence						
Pedagogic Competence	-.408**	.135	.010	.099	-.059	-.111
Professional Competence	-.222**	.135	-.252**	-.123	.086	-.150
Social Competence	-.068	.261**	-.263**	-.107	-.094	-.108
Personality Competence	.141	.043	.240**	.113	.014	.243**
Teachers Competence	-.307**	.291**	-.136	-.007	-.024	-.074

* significant at the level $p < 0.05$

From the Table 2 it can found there are powerful and significat correlation at the < 0.05 level between the teacher competence and teacher performance can show from the percentage dimension of correlation pedagogic competence and dimension of motivation performance ($r = -0.408$), the dimension of profesional competence and dimension of motivation performance ($r = -0.222$), the dimension of professional competence and dimension of environmental competence ($r = -0.252$), the dimension of social competence and dimension of ethos performance ($r = 0.261$), the dimension of social competence and dimension of environmental ($r = -0.263$), the dimension of personal competence and dimension of environmental peformance ($r = 0.240$), the dimension of personal competence and the teacher performance ($r = 0.243$), the all of the variables teacher competence dimension and motivation performance ($r = -0.307$), and different with ethos performance ($r = 0.291$). In addition another dimension of teacher competence has low and weak to relationship the teacher performance.

3.3.2 The Relationship of Emotional Intelligence Relationship with Teacher Performance

To determine the relationship of emotional intelligence and teacher performance can do use correlation analysis. The relationship of emotional intelligence and teacher performance in this study can see in Table 3.

Table 3. Relationship between emotional intelligence and teacher performance

Emotional Intelligence	Teacher Performance	Motivation Performance	Ethos Performance	Environment of Performance	Duties and Responsibilities	Group Working Optimization	Teacher Performance
Self-awareness		-.066	.204*	.268**	.030	-.076	.174*
empathy		.041	-.078	.262**	.070	.031	.145
Management correlation		.144	-.078	.224**	.169*	-.070	.151
Management feelings		.280**	-.221**	.171*	.203*	.156	.238**
Motivation		-.164*	.203*	-.230**	.015	-.118	-.139
Emotional Intelligence		.094	.003	.226**	.192*	-.022	.201*

* significant at the level $p < 0.05$

From the Table 3 can be seen those are emotional intelligence variable can show from the correlation dimension between two variables. The dimension of self-awareness has connection with the ethos performance ($r = 0.204$), the dimension of self-awareness and environmental performance ($r = 0.268$), the dimension of self-awareness and the teacher performance ($r = 0.174$), the empathy dimension and dimension of environmental performance ($r = 0.262$), the dimension of management correlation and environmental performance ($r = 0.224$), the management correlation and the dimension of duties and responsibilities ($r = 0.169$). The dimension of management feelings and motivation performance ($r = 0.280$), the dimension of management feelings and dimension of ethos performance ($r = -0.221$), the management feelings and environmental performance ($r = 0.171$), the dimension of management feelings and the duties and responsibilities ($r = 0.203$), as well as the management feelings and teacher performance ($r = 0.238$). The motivation dimension and dimension of motivation performance ($r = 0.164$), the motivation dimension and dimension of ethos performance ($r = 0.203$), the motivation dimension and the dimension of environmental performance ($r = -0.230$), as well as all of emotional intelligences have a correlation with the dimension of environmental performance ($r = 0.226$), emotional intelligence and the duties with responsibilities ($r = 0.192$), as well as with the variable of teacher performance ($r = 0.201$). From the data can show the emotional intelligence is high and powerful on the whole of teacher performances even though some dimensions show a low and weak.

3.4 Regression Analysis

Regression analysis was conducted to determine or find the relationship between the teacher competence and emotional intelligence the teacher performance. The relationship between the teacher competence and emotional intelligence and teacher performance can see in Table 4.

Table 4. Regression analysis of teacher competence, emotional intelligence with teacher performance

Model		Unstandardized Coefficients		Standardized Coefficients		Sig.
		B	Std. Error	Beta	t	
1	(Constant)	100.284	12.077		8.304	.000
	Teacher Competence	.461	.205	.448	-.583	.041
	Emotional Intelligence	.240	.159	.294	2.385	.018

a. Dependent Variable: Teacher Performance

Table 4 showed the regression equation between the table variables show the effect of each causal variables all of teacher competences, emotional intelligence with teacher performance. Based on the regression analysis show that the effect of each causal variables teacher competences and emotional intelligence with teacher performance. In the column show the influence of beta variable teacher competence on teacher performance variable $\beta = 0.448$, the influence of emotional intelligence variables to the variable of teacher performance $\beta = 0.294$. The influence of these are two variables of teacher performance significantly because the Sig. < 0.05 . To determine the correlation linearity between the variables of teacher competences and emotional intelligence with the teacher performance can see in Table 5.

Table 5. Linearity relationship of teacher competence and emotional intelligence with teacher performance

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	294.917	2	147.459	3.268	.041
	Residual	6633.083	147	45.123		
	Total	6928.000	149			

a. Predictors: (Constant), Emotional intelligence, Teacher competence

b. Dependent Variable: Teacher performance

Table 5 shows the linearity of the model test the causal chain has prvision if Sig. < 0.05 . That is the model of linearity causal chain. Based on the Table 5 Sig. 0.000, it means the percentage of Sig. < 0.05 . That is the model of linear causal chain. Overall results of the regression analysis showed that there is a relationship between teacher competence and emotional intelligence on the performance of teachers.

4. Discussion

Commitment to duty explains as a capability that used for measures the teacher peformance. The teachers have the main of responsibility in the transformation of student orientation, so have the knowledge and good skills. The teacher performance related of planning tasks, learning management and the result of student learning assessment (Sanjaya, 2005). High or low results obtained from the learning process depend on the teacher performance. Therefore the duties performance and the responsibilities need high teacher performance. Performance can see from the the Government Regulation of teacher competence (Government Regulations, No. 19, 2005) on Standards of National Education Agency explain the educator (teacher) must have a competence of learning representative at the primary level and additional education and early childhood of education.

Syarifudin and Nasution (2005), describing the professional teachers in teaching process at schools need special ability. A professional teacher must understand what they teach and capable how to teach (Nuridin, 2005). Teachers can show the high performance if they have a competence and good emotional intelligence. The characteristics the people competence related by effective performance in duty or situation. Mulyasa (2006), a teacher needs to have knowledge of teaching competence as a professional competence. Competence may be the motivation, characteristic, identity, attitude or value, knowledge (knowledge cotent), or cognitive skill or behavior skill (Wibowo & Tjiptono, 2002). Competence development is a process combination in skills capability needed to achiev life environment (Sternberg, 2005). The people who have competency are always emphasize to the results, obey the procedures in identifying and assessing of the learning result, experienced, have formal and informal knowledge, and improve the progreses (Drexel, 2003).

The role of teacher is becoming the dominant and important in education because the teachers are leaders in the learning process of class room, the students of role model and parenthood in the school, emotional intelligence also has an effect to the learning process, which supported them to demonstrate the duties as an educator.

Emotional intelligence has an important role in improving the teacher performances (Goleman, 2005; Amrullah, 2008). Emotional intelligence basically can apply in various places, situations, conditions, and time. Emotional intelligence can apply widely to job, study, teaching, parenting, society, and household (Ngermanto, 2003). A successful person influenced of their brilliance intellectual about 20%. The basic was influenced by another factors including emotional intelligence (Goleman, 2006). Some researches indicate that learning achievement is also influenced by the teachers of teaching skills. Therefore, emotional intelligence has an important role for improving an individual performance (Mohyi, 1999). Emotional intelligence needs to cope is every problem in

social life and how to be an important basis for a respectful of human being, caring, productive, the optimistic and solve the problems (Patton, 2001).

5. Conclusion

The student adaptation showed that the teacher competence and emotional intelligence has relationship with the teacher performance. The relationship the teacher competence do not all occur between the dimensions of teacher competence on the dimensions the teacher performance and the overall teacher performance. The emotional intelligence interacts on the teacher performance. However, not at all of the emotional intelligence dimension interacts with the teacher performance, the overall of emotional intelligence has a strong relationship with teacher performance. Together there is a relationship between teacher competence and emotional intelligence on the teacher performance, improving teacher performance can be done by an increase in teacher competence and emotional intelligence.

Therefore in improving the teacher performance needs competency that must be owned by a teacher as well as emotional intelligence. Improving the teacher performance will not be achieved if the teachers are not capable to commit the competence and high emotional intelligence. The role of teacher competence and emotional intelligence are very important for the teachers in the learning process at the school activities. The role of teacher is to become an educator will be helped by the competence and emotional intelligence income, the teacher is implementing performance must conform with the specifics of standard competence, competence and emotional intelligence can help the teacher to control emotion, respectful and skill to perceive each others emotion, optimistic and solve the problem, and commit the teaching activities in schools.

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