

# Teacher Professionalism, Managerial Skills, Learning Facilities, Teacher Performance During Covid-19 Pandemic

*by Meike Mamentu*

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## Teacher Professionalism, Managerial Skills, Learning Facilities, Teacher Performance During Covid-19 Pandemic

Meike Mamentu

Correspondence author: meikemamentu@unima.ac.id

Sophia Pongoh

Email: sophiapongoh@unima.ac.id

Economics Education Study Program, Faculty of Economics

Manado State University

### ABSTRACT

The quality of education has a continuum from low to high, positioned as a variable. The context of education as a system is influenced by various factors on the teacher's performance variable. This study aims to: analyze the effect of teacher professionalism, managerial skills, their relationship with learning facilities on teacher performance during the COVID-19 pandemic. The research method is quantitative approach, survey and path analysis. The population is all teachers of SMA, SMK Negeri Minahasa Regency. Sample 90 teachers.

The results showed: there is a positive and significant effect of teacher professionalism on teacher performance, managerial skills on teacher performance, learning facilities have a direct positive effect on teacher performance, teacher professionalism has a direct positive effect on learning facilities, managerial skills have a direct positive effect on learning facilities. The more professional the teacher's competence, managerial ability, the more skilled, the complete learning facilities, the better the teacher's performance.

**Keywords:** Professionalism, managerial, facilities, teacher performance

### INTRODUCTION

The current condition of the world is being plagued by the Covid-19 pandemic, where this virus is very dangerous for humans. This has caused the Indonesian government to take this policy to limit social movements by implementing social distancing in places that are thought to have high potential for the spread of the Covid-19 virus. In order to prevent further infection of the virus, the Minister of Education and Culture of the Republic of Indonesia No. 36962/MPK\_A/HK/2020, specifically for areas that have been affected by Covid-19, the following provisions apply: (1) apply online learning from home for students and students, (2) employees, teachers, and lecturers carry out activities of working, teaching or giving lectures from home (BDR) through video conferencing, digital documents, and other online facilities, (3) the implementation of BDR does not affect the level of attendance (considered the same as working in an office, school, or college/high), does not reduce performance, and does not affect performance allowances, (4) and online learning and working from home in order to prevent the spread of corona virus disease Covid-19. Minister issued Circular No. 4 of 2020,

41 regarding the implementation of learning from home. Many schools and colleges are temporarily closed, many students and student workers are carry out teaching and learning activities from home. However, the initial and limited survey conducted shows that the implementation is still diverse in the field. Teachers carry out tasks as usual but with different forms of management by using containers and forms of the teaching and learning process as well as internet learning facilities and e-learning systems that become learning facilities. Other facilities used by teachers include source books, computers, cellphones, tablets, laptops and learning aids in the 16 form of Zoom, Google Meet, WA, Line, etc. As stated by Barbara, S. Wagner P. (2008) E-learning is an effective learning process that is produced by combining digital. delivery of material consisting of support and services in learning. By Sanjaya (2012), e-learning is 15 defined as learning material or learning experiences delivered through electronic technology. Article 3 of the National Education System Law No. 20 of 2003, states that national education functions to develop and shape the character and civilization of a dignified nation in the context of the intellectual life of the nation. PP.No. 17 of 2010, CHAPTER XII, 31 educators and administrators, namely teachers as educators, qualified education personnel as teachers, lecturers, counselors, tutors, widyaiswara, tutors, instructors, facilitators and other appropriate designations. their specialty and participate in providing education. As Gery and Margaret in Mulyasa (2012) say, an effective and competent teacher is a professional teacher with high performance who has the characteristics: (1) the ability to create a conducive learning climate, (2) the ability to develop strategies and learning management, (3 ) have the ability to provide feedback (feedback) and reinforcement (reinforcement), (4) have the ability to improve themselves, the ability to manage the class, and can take advantage of various facilities needed in the learning process. Professional teachers who have high performance are teachers who can controlling the class with student learning conditions, can use various variations and appropriate learning methods 35 in the implementation of the learning process and can improve 34 student learning activities Slameto (2015). Teachers who have high performance 63 will have an impact on the education sector, where education is an awareness and planning effort to create an appropriate learning atmosphere and learning process Wulandari (2020). According to Djaali i (2012), the learning outcomes achieved by students can be influenced by two factors , namely factor from idalam students (internal) and factor from outside students (external). Externally, the success of student learning comes from the implementing teacher. Teachers as the spearhead of success in the world of education are often highlighted as having low teacher quality and performance. National Education System Law article 39; Professional teachers must be truly experts in their fields and state that teachers are personnel who have competence in their fields.

Teachers have professional skills, namely the ability and managerial skills in managing the class. According to the UU number 14 2005 regarding Teachers and Lecturers, there are 4 types; teachers incompetence that must be possessed, namely pedagogic incompetence, personality incompetence, social incompetence and professional incompetence. Professional teachers who have high performance are teachers who meet the kompetensi standard as a qualification for the national standard education. According to Usman Uzer, Moh Usman (2011) The competence of professional teachers, namely. (1) Mastering the educational foundation, namely: recognizing the function of schools in society and recognizing the

principles of educational psychology, (2) mastering teaching materials/materials that will be taught in their fields broadly, in-depth and for enrichment needs, (3) compiling teaching programs, namely : setting learning objectives, selecting and developing learning materials, selecting and developing learning strategies, selecting and developing teaching media, utilizing learning resources (4) emplementing learning programs, namely: creating an appropriate learning climate, managing spatial planning, managing teaching-learning interactions. (5) assessing the results and teaching processes, namely: assessing student and teacher achievements in successfully implementing learning. The Law, No. 14, 2005 concerning Teachers and Lecturers said that teacher competence is a set of knowledge, skills, and behaviors that must be internalized, and mastered by someone in carrying out his professional duties. The professional competence of teachers who have high performance according to Mulyasa (2012) are: (1) understand and can apply educational foundations both philosophy, psychology, sociology and so on (2) understand and can apply learning theory according to the level of development of students (3 ) able to handle and develop the field of study that is their responsibility (4) understand and be able to apply varied learning methods (5) able to develop and use various tools, media and relevant learning resources (6) able to organize and implement learning programs (7) able carry out evaluation of student learning outcomes (8) able to grow the personality of students.

44  
Facilities are all facilities, equipment, materials, and furniture that are directly used for the school education process. Ministerial Decree P and K No. 0791975, learning facilities consist of groups: (1) school buildings and furniture (2) learning tools (3) educational media. Learning facilities in schools such as: Buildings, classrooms, libraries, textbooks as learning resources, internet etc. While learning facilities at home such as: study rooms, desks and chairs, lighting, stationery, books, internet that can facilitate the implementation of the learning process. Teachers performance can be seen from their ability to take advantage of all the learning facilities provided. Teacher performance according to Kirkpatrick and Nixon in Ruki, (2012), defines performance as a measure of success in achieving predetermined goals. Rivai and Sagala, (2011) explain, the performance that comes from: to perform, with several empirical, namely: (1) do, run and carry out; (2) fulfill or carry out the obligations of an intention or (3) carry out or perfect responsibilities, (4) do something that is expected by a person or machine. Furthermore (1) performance is a set of results achieved and refers to the act of achieving and carrying out a required job (2) performance is one of the total collections of work that exists in workers and (3) performance is a function of motivation and ability to complete tasks or work, a person must have a certain degree of willingness and level of ability. According to Caver and Sergiovanni, Broun in Raharja, (2004) states: performance is an action that shows that he is a member of a group, a person's performance in a group. Performance is a concrete manifestation and can be observed openly or through realization of a competition. Furthermore, Gibson, Ivancevich, Donnelly and Ducker stated that there are three performance perspectives, namely: (1) individual performance, in the form of employee work contributions according to their status and role in the organization; (2) team (group) performance, in the form of contributions made by employees as a whole, and (3) organizational performance is the real contribution of individual and team performance as a whole. Sahertian (Kusmiarto) in the guidebook for assessing teacher performance by

supervisors: that: teacher performance standards are related to the quality of teachers in carrying out their duties such as: (1) working with students individually, (2) preparation and planning of learning (3) utilization of learning media (4) involving students in various learning experiences and (5) active and effective leadership from teachers.

Hasibuan states that productivity is the ratio between output (output) and input (input). Thus, teacher performance is not an independent variable, but there are many factors that influence it, namely: (1) the ability to plan lessons called lesson plans (learning implementation plans), (2) the ability to carry out learning procedures (3) can foster interpersonal relationships (interpersonal skills), as well as the teacher's ability to master situations/conditions in the classroom when the teaching and learning process takes place. The teacher performance indicators by Lambanrajja, (2012) are: (1) the ability to prepare lesson plans, (2) the ability to carry out work, (3) the ability to evaluate learning outcomes. Sagala, Syaiful (2011): teachers as professional positions require further education and training (advanced education special training). Professional teachers are teachers who are well educated and trained, and have rich experience in their fields (Agus F. (Tambayong).

The level of recognition of professional teachers is very dependent on their expertise and the level of education taken. Currently, the teacher is seen as a professional job whose quality is still considered low compared to the medical profession. The low recognition of the teaching profession in the community is due to factors in the community's view that anyone can become a teacher as long as he has knowledge. Teachers feel inferior and only to satisfy themselves because teachers are not able to commercialize their profession in teaching. The teacher's authority is low, seen from the incentives so that they feel inferior for their professional recognition. The teacher's authority is low, seen from the incentives so that they feel inferior for their professional recognition. The teacher's profession is deteriorating where the feeling of superiority turns into inferiority (inferiority feeling) so that the teacher becomes excessively low self-esteem resulting in not being able to carry out teaching tasks properly. Oemar Hamalik (2017). Teacher professional competence is one of the competencies that must be possessed by every teacher at the level of education (Janawi, 2012).

According to Government Regulation Number 74 of 2008, concerning teacher professional competence is the ability of teachers to master knowledge in the fields of science, technology, and cultural arts competently.

Government Regulation No: 19 of 2005, National Education Standards, Teachers must pay attention to methodical didactic principles as a teaching science. Teachers must master the material, structure, concepts and scientific mindset that support the subjects being taught. People who master certain fields of science will more often think intuitively when compared to people who do not master it, then people who master the structure or ins and outs of the field of science provide a greater possibility to think intuitively (Janawi 2012). (Nana Sudjana, 2013 :13). Furthermore, the requirements for professional teachers are: (1) physical requirements, namely being in good health, not having infectious diseases, not having physical disabilities, (2) having psychic, namely being physically and mentally healthy. Does not have a mental disorder or neurological disease. (3) mental requirements, namely having a good mental

attitude towards the teaching profession, loving and serving and being dedicated to their duties and positions in the teaching profession. Uzer Usman (2011,213), competency is descriptive of qualitative natural or teacher behavior appear to be entirely meaningful. Sardiman, A. M (2011), the professional competence of teachers is; mastering materials, managing teaching and learning programs, managing the classroom, using learning media/sub sources, mastering educational foundations, managing learning interactions teaching, assessing learning achievement, recognizing the functions and services of guidance and counseling, recognizing and administering school administration, understanding and interpreting research results for teaching purposes.

Supardi (2014) stated that the basic skills of teachers are needed so that teachers can carry out their roles in the teaching and learning process effectively and efficiently. Rivai (2011): learning outcomes are changes in behavior obtained by students after experiencing learning activities taught by teachers. Meanwhile, Dimiyati and Mudjiono (2015) argue that learning outcomes are the culmination of the learning process carried out by teachers. Purwanto (2013) learning outcomes are the embodiment of abilities due to changes in behavior carried out by a teacher's educational efforts, Rifa'i and Catharina (2011). The learning outcomes possessed by students are patterns of actions, values, understandings, attitudes, appreciation and skills. Sudjana (2013) mentions three domains of learning outcomes as the starting point for student success in participating in the teaching and learning process, namely cognitive, affective and psychomotor. Purwanto (2013) the results of learning have actual goals from the work of teachers in transforming knowledge to students. Usman, (2013) Competence is a rational behavior to achieve the required goals in accordance with the expected conditions. Sudjana (2013) suggests that there are three duties and responsibilities of teachers, namely guru as a teacher, guru as a supervisor and the teacher as a class administrator. (Hamalik (2017) more specific teacher roles include: guru as a model, teacher as planner, teacher as predictor, teacher as leader, and teachers as guides or as guides to learning centers.

Professional teachers are teachers who are unique, rational and humanistic. Indicators of teacher professional competence are based on Law No. 14 Year 2005 concerning Teachers and lecturers are as follows: (1) mastering immaterials, instructors, concepts, and scientific thinking patterns which support the immaterials of taught creatively taught subjects. (3) Mastering Standard Competence (SK) and Basic Competence (KD) in the subjects/fields of development that he is taught. (4) develop professionalism in a sustainable manner by taking reflective actions. (5) Utilizing information and communication technology to communicate and develop self.

## RESEARCH METHOD

Research purposes, Specifically as follows:

1. Analyzing the direct effect of teacher professionalism on teacher performance
2. Analyzing the direct influence of managerial skills on teacher performance
3. Analyzing the direct influence of learning facilities on teacher performance

4. Analyze the direct effect of teacher professionalism on learning facilities

67  
5. Analyzing the direct influence of teacher managerial skills on learning facilities

This research was conducted at SMA/SMK State in Minahasa Regency North Sulawesi. This research was carried out in April 2020 until March 2021

55  
Research methods. This study uses a survey research method with a quantitative approach and uses path analysis. The instrument used to collect data is a questionnaire or questionnaire as a data collection technique. Research steps: as follows:

1. Determine the research sample
2. Formulate research
3. Conducting data collection
4. Perform data tabulation.
5. Analyze data based on path analysis techniques in order to answer the research hypothesis.
6. Draw conclusions from data analysis.
7. Discuss the results of the research.

In this study, the population consisted of all characteristics related to teacher professionalism, managerial skills, learning facilities and teacher performance in schools. The population unit of all SMA and SMK Negeri Minahasa Regency teachers is 51 schools, SMA 32 schools and SMK 19 schools. With 908 permanent teachers and 52 non-permanent teachers, a sample was drawn. To determine the sample size, the study was taken from a population of all permanent teachers as many as 908 teachers. Sampling using the Slovin formula as follows:

$$n = \frac{N}{Nd^2 + 1}$$
 Slovin<sup>1</sup> By setting a precision of 10%, a sample size of:

$$n = \frac{908}{908(0,1)^2 + 1} = \frac{908}{10,08} = 90,01 \quad n = 90$$

To get a sample unit with a size of 90 teachers, the researchers used a simple random sampling technique.

The research instrument arranged for each variable uses a measurement scale, namely: the Likert scale. Each statement submitted for each item has five possible answers that are expected to be selected by the respondent according to the condition of each respondent. Each research instrument compiled contains statements that can be categorized into positive and negative statements. In positive statements, each answer that strongly agrees is given a score of 5, agrees is given a score of 4, doubtful is given a score of 3, disagrees is given a score of 2, and disagrees is given a score of 1. For negative statements. The scoring is given on the contrary, namely: strongly agree is given a score of 1, agree is given a score of 2, doubtful is given a score of 3, disagree is given a score of 4 and disagree is given a score of 5.

Analysis to test the validity used the formula: Pearson Product Moment correlation. The statistical formula model is as follows:

$$r = \frac{n(\sum XY) - (\sum X)(\sum Y)}{\sqrt{(n\sum X^2 - (\sum X)^2)(n\sum Y^2 - (\sum Y)^2)}}$$

To test the reliability, Cronbach's Alpha formula is used as follows:

$$a = \left(\frac{n}{n-1}\right) \left(1 - \frac{\sum di^2}{dt^2}\right)$$

A measurement is said to be reliable as long as it produces consistent results (Cooper and Emory). For internal consistency testing, Cronbach's alpha coefficient is used which has a range from 0 to 1. The higher Alpha value means the higher the reliability of the measuring instrument Heir, et al, according to Suharsimin Arikunto (2006). An instrument can be said to be reliable if it has a reliability coefficient or alpha 0.61. Validity and reliability tests were carried out with the help of the SPSS program.

Testing research variables using path analysis. The most commonly used parameters according to Ducker are effectiveness, efficiency, and productivity.

The data analysis technique used is descriptive and inferential statistical analysis techniques. Descriptive statistical analysis was used to analyze. Data related to the score of each variable and the results will be presented in the form of a histogram frequency distribution list, bar chart, and mean. Inferential statistical analysis uses path analysis which is used to test the hypothesis that has been formulated with  $\alpha = 0.05$ . Before testing the hypothesis, the analysis prerequisite test is carried out, namely the normality and linearity test of the data. To test the direct and indirect effects between variables in the theoretical model (figure 2.7), it can be seen in the path coefficients. Path analysis was carried out with the help of a computer through the SPS program.

## DISCUSSION

The results of the analysis are described as follows:

### 1. Description of Research Variables

#### 1.1. Description of Teacher Performance Variables

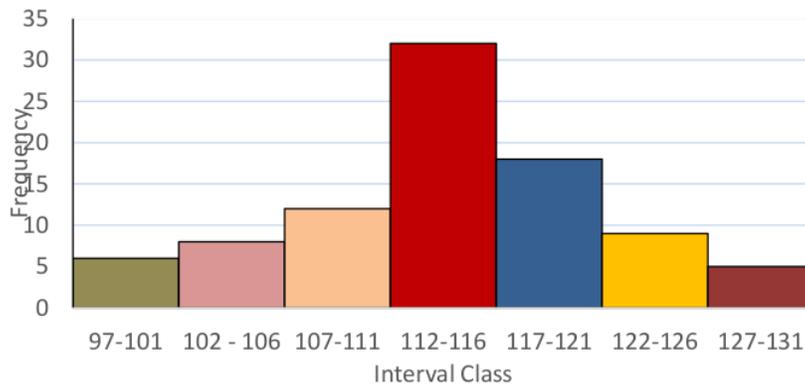
Based on the data collection technique, the teacher performance variable data was captured through the instrument, namely the questionnaire that had met the requirements, namely valid and reliable. The questionnaire consists of 30 questions and each question item is prepared with 5 options (answer choices) so that the data for the ideal (theoretical) score of the teacher performance variable is between 30 - 150. The results of data collection show that the score data (empiric) of the teacher performance variable is the lowest score is 97 and the highest score is 130. So that the empirical score data is in the range of 97 - 130. The empirical data is presented in the form of a frequency distribution list as shown in table 1.

**Table 1. Distribution of Teacher Performance Variable Data**

No	Class Interval	Frequency		
		Absolute	Relative (%)	Quantitative (%)
1	97 – 101	6	6.7	6.7
2	102 – 106	8	8.9	15.6
3	107 – 111	12	13.3	28.9
4	112 – 116	32	35.6	64.4
5	117 – 121	18	20.0	84.4
6	122 – 126	9	10.0	94.4
7	127 – 131	5	5.6	100.0
Quantity		90	100.0	

4 Based on the data in table 1, it turns out that the highest frequency lies in the 4th interval class in a vulnerable score of 112 – 116, namely 32 (32.6%) respondents. In other words, most (33 or 35.6%) respondents (teachers) gave perceptions about the level of teacher performance with a score of 117 - 121; 12 (13.3%) respondents (teachers) with a score of 107 - 111; 9 (10.0%) respondents (teachers) with a score of 122 – 126; 8 (8.9) respondents (guru0 with a score of 102 - 106 and 6 (6.7%) respondents (teachers) with a score of 97 - 101 and 5 (5.6%) respondents (teachers) with a score of 127 - 131.

Teacher Performance Data presented in the form of a frequency distribution in Table 1, after being converted and presented in the form of a histogram looks like in Figure 1.



**Figure 1. Histogram of Teacher Performance Variables**

Figure 1, further explains visually that the frequency of the respondents' answers (teachers) most about teacher performance is within the 112 - 116 interval range and this histogram bar appears higher than the histogram bars for other interval classes.

## 1.2. Description of Teacher Professionalism Variable

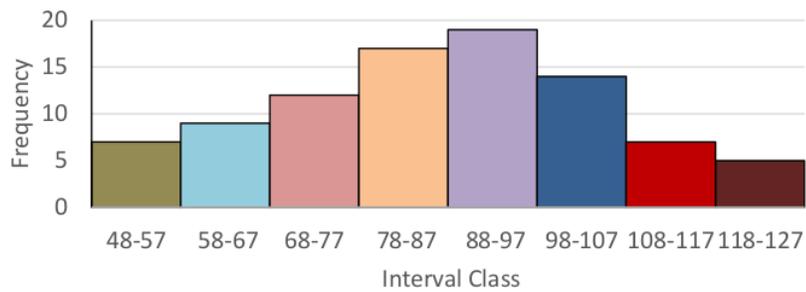
Based on the data collection technique, the teacher professionalism variable data was captured through the instrument, namely a questionnaire that had met the requirements, namely valid and reliable. The questionnaire consists of 28 questions and each question item is prepared with 5 options (answer choices) so that the data on the ideal (theoretical) score of the teacher professionalism variable is at 28 – 140. The results of data collection show that the data score (empirical) of the teacher professionalism variable is the lowest score is 97 and the highest score is 125. So that the empirical score data is in the range of 48 – 125. The empirical data is presented in the form of a frequency distribution list which is arranged according to the steps or rules proposed by Sujana and the results are as in table 2.

**Table 2 Data Distribution of Teacher Professionalism Variables**

No	Class Interval	Frequency		
		Absolute	Relative (%)	Quantitative (%)
1	48 – 57	7	7.8	7.8
2	58 – 67	9	10.0	17.8
3	68 – 77	12	13.3	31.1
4	78 – 87	17	18.9	50.0
5	88 – 97	19	21.1	71.1
6	98 – 107	14	15.6	86.7
7	108 – 117	7	7.8	94.4
8	118 – 127	5	5.6	100.0
Quantity		90	100.0	

Based on the data in table 2, it turns out that the highest frequency lies in the 5th interval class in a vulnerable score of 88 – 97, namely 19 (21.10%) respondents. In other words, most (19 or 21.10%) respondents (teachers) gave a perception about the level of professionalism of teachers in SMA and SMK with a score of 88 - 97. Then in a row, namely; 17 (18.90%) respondents (teachers) with a score of 78 - 87; 14 (15.60%) respondents (teachers) with a score of 98 – 107; 12 (13.30%) respondents (teachers) with a score of 68 - 77; 9 (10%) respondents (teachers) with a score of 58 - 67; 7 (7.80%) respondents (teachers) with a score of 108 - 117 and 5 (5.60%) respondents (teachers) with a score of 118 – 127.

Teacher professionalism data presented in the form of a frequency distribution in Table 2. after being converted and presented in the form of a histogram looks like in Figure 2.



**Figure 2. Histogram of Teacher Professionalism Variables**

Figure 2. It further explains visually that the frequency of the respondents' answers (teachers) who are the most about teacher professionalism is within the range of 88 - 97 intervals and this histogram bar appears higher than the histogram bars for other interval classes.

### 1.3. Managerial Skill Variable Description

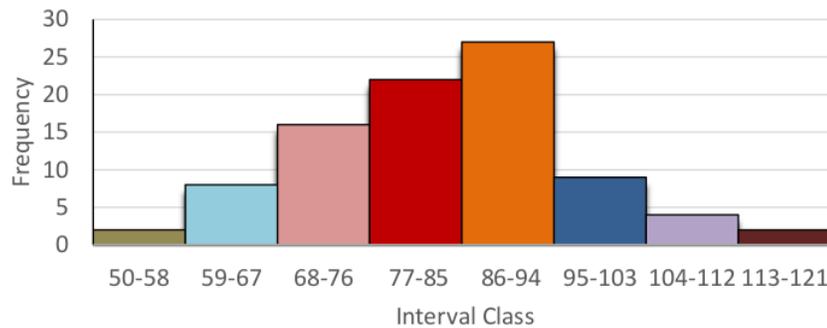
Based on the data collection technique, the variable data on the managerial skills of teachers were captured through the instrument, namely a questionnaire that had met the requirements, namely valid and reliable. The questionnaire consists of 26 questions and each question item is prepared with 5 options, so that the data on the ideal (theoretical) score of the teacher managerial skills variable is at 26 – 130. The results of data collection show that the score data (empiric) of the teacher managerial skills variable is the lowest score of 44 and the highest score of 114. So that the empirical score data is in the range of 44 – 114. The empirical data is presented in the form of a frequency distribution list which is arranged according to the steps or rules proposed by Sujana and the results are as in table 3:

**Table 3 Distribution of Managerial Skill Variable Data**

No	Interval Class	Frekuensi		
		Absolute	Relative (%)	Quantitative (%)
1	50 – 58	2	2.2	2.2
2	59 – 67	8	8.9	11.1
3	68 – 76	16	17.8	28.9
4	77 – 85	22	24.4	53.3
5	86 – 94	27	30.0	83.3
6	95 – 103	9	10.0	93.3
7	104 – 112	4	4.4	97.8
8	113 – 121	2	2.2	100.0
Quantity		90	100.0	

4 Based on the data in table 3, it turns out that the highest frequency lies in the 5th interval class in the score range of 86 - 94, namely 27 (30.0%) respondents. In other words, the majority (27 or 30.00%) of respondents (teachers) gave perceptions about the level of managerial skills of teachers in SMA and SMK with a score of 86 - 94, respectively, namely; 22 (24.40%) respondents (teachers) with a score of 77 - 85; 16 (17.8%) respondents (teachers) with a score of 68 - 76; 6 (10.0%) respondents (teachers) with a score of 95 - 103; 8 (8.9%) respondents (teachers) with a score of 59 - 67 and respectively 2 (2.2%) respondents (teachers) with a score of 50 - 58 and 5 (5.60 %) respondents (teachers) with a score of 113 - 121.

Teacher managerial skills data presented in the form of a frequency distribution in Table 3 after being converted and presented in the form of a histogram looks like in Figure 3.



**Figure 3. Managerial Skill Variable Histogram**

Figure 3. further explaining visually that the frequency of the respondents' answers (teachers) most about the managerial skills of teachers is within the interval of 77 - 85 and this histogram bar appears higher than the histogram bars for other interval classes.

#### 1.4. Description of Learning Facilities Variables

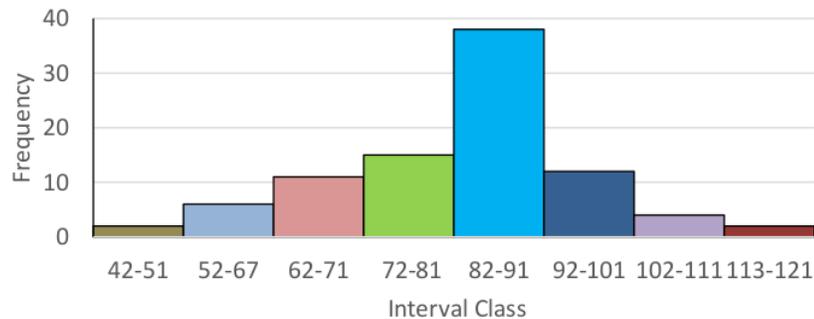
Based on the data collection technique, the variable data of learning facilities was captured through the instrument, namely a questionnaire that had met the requirements, namely valid and reliable. The questionnaire consists of 24 questions and each question item is prepared with 5 options (answer choices) so that the data for the ideal (theoretical) score for the learning facility variable is between 24 - 120. The results of data collection show that the score data (empiric) for the learning facility variable is the score. the lowest score is 40 and the highest score is 114. So that the empirical score data is in the range of 44 - 114. The empirical data is presented in the form of a frequency distribution list which is arranged according to the steps or rules proposed by Sujana and the results are as in table 4.

**Table 4. Distribution of Learning Facility Variable Data**

No	Interval Class	Frequency		
		Absolute	Relative(%)	Quantitative (%)
1	42 – 51	2	2.2	2.2
2	52 – 67	6	6.7	8.9
3	62 – 71	11	12.2	21.1
4	72 – 81	15	16.7	37.8
5	82 – 91	38	42.2	80.0
6	92 – 101	12	13.3	93.3
7	102 – 111	4	4.4	97.6
8	113 – 121	2	2.2	100.0
Quantity		90	100.0	

4 Based on the data in table 4, it turns out that the highest frequency lies in the 5th interval class in the range of scores from 82 to 91, namely 38 (42.2%) respondents. In other words, most (38 or 42.2%) respondents (teachers) gave perceptions about the level of learning facilities in SMA and SMK with a score of 82 - 91, respectively, namely; 15 (16.70%) respondents (teachers) with a score of 72 - 81; 12 (13.3%) respondents (teachers) with a score of 92 – 101; 11 (12.2%) respondents (teachers) with a score of 62 - 71; 6 (6.7%) respondents (teachers) with a score of 52 - 61; and each 2 (2.2%) respondents (teachers) with a score of 42 - 51.

Learning facility data presented in the form of a frequency distribution in Table 4. after being converted and presented in the form of a histogram looks like in Figure 4.



**Figure 4. Histogram of Learning Facilities Variables**

Figure 4, explains more visually that the frequency of the most respondents (teachers) answers about learning facilities is within the interval of 82 - 91 and this histogram bar looks higher than the histogram bars for other interval classes.

The results of the test of significance and linearity between research variables can be summarized in table 5.

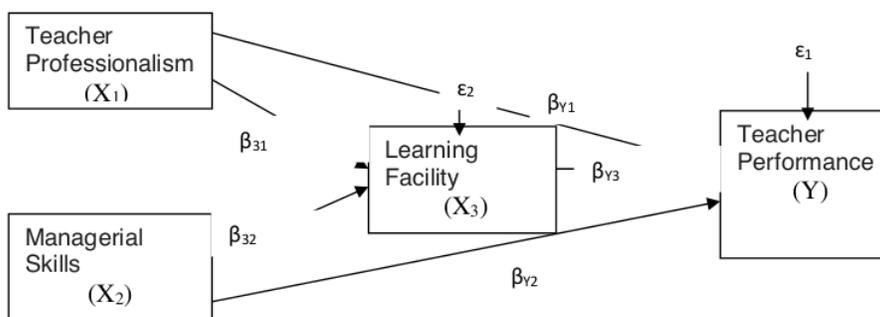
**Table 5. Summary of Significance Test Results and Regression Linearity between Research Variables.**

No	Regression Variable	Regression Equation Model	Conclusion Significan Linearits
1	Teacher Performance on Teacher Professionalism	$\hat{Y} = 85,599 + 0,338 X_1$	Significan Linear
2	Teacher Performance on Managerial Skills	$\hat{Y} = 77,01 + 0,461 X_2$	Significan Linear
3	Teacher Performance on Learning Facilities	$\hat{Y} = 75,984 + 0,475 X_3$	Significan Linear
4	Fasilitas Pembelajaran Atas Profesionalisme Guru	$X_3 = 27,77 + 0,626 X_1$	Significan Linear
5	Learning Facilities On Managerial Skills	$X_3 = 11,94 + 0,853 X_2$	Significan Linear

### Hypothesis test

The hypotheses tested in this study are as follows (1) teacher professionalism has a direct effect on teacher performance (2) managerial skills directly affect learning facilities (3) managerial skills directly affect teacher performance (4) teacher professionalism has a direct effect on learning facilities (5) learning facilities have a direct effect on teacher performance.

Hypothesis testing is done by using path analysis through a regression approach, namely by looking at the eta coefficient in the regression analysis and the correlation in each structure. The path coefficient is indicated by the coefficient eta of each of these structures. The form of the path coefficient diagram is shown in Figure 5.



**Figure 6. Path Coefficient Diagram**

The results of the direct path coefficient analysis between variables can be seen in Table 6.

**Table 6. Path Coefficient of Teacher Professionalism, managerial skills, and learning facilities on teacher performance.**

**Coefficients**

Model	Unstandarzeeed Coefficients B	Unstandarzeeed Coefficients Std Error	Strandarzeeed Coefficients Beta	T	Sig.
1 (constant)	74.877	2.533		29.561	.000
X1	.097	.043	.240	2.262	.025
X2	.144	.056	.254	2.568	.012
X3	.241	.056	.442	4.323	.000

The results of the hypothesis testing are described as follows:

1. The influence of teacher professionalism on teacher performance

The first hypothesis tested in this study is that teacher professionalism has a direct effect on teacher performance. Statistically:

$$H_0 : y_1 \leq 0$$

$$H_1 : y_1 > 0$$

The results of the analysis show that the path coefficient of teacher professionalization on teacher performance is  $\beta_{y1} = 0.240$ ,  $t_{count} = 2.262$  and  $t_{table} = 1.67$  with  $dk = 89$ . It turns out that  $t_{count} = 2.262$  is greater than  $t_{table} = 1.67$ , so  $H_0$  is rejected and  $H_1$  is accepted. These results explain that teacher professionalization has a positive and significant direct effect on teacher performance.

2. The influence of managerial skills on teacher performance

The second hypothesis that was tested in the study was that the managerial skills of teachers had a direct effect on teacher performance. Statistically the formulation of the hypothesis to be tested is:

$$H_0 : y_2 \leq 0$$

$$H_1 : y_2 > 0$$

The results of the analysis show that the path coefficient of managerial skills on teacher performance is  $\beta_{y2} = 0.254$ ,  $t_{count} = 2.588$  and  $t_{table} = 1.67$  with  $dk = 89$ . It turns out that  $t_{count} = 2.568$  is greater than  $t_{table} = 1.67$ , so  $H_0$  is rejected and  $H_1$  is accepted. These results explain that the managerial skills of teachers have a positive and significant direct effect on teacher performance.

3. The influence of the relationship of learning facilities on teacher performance

The third hypothesis tested in this study is that learning facilities have a direct effect on teacher performance. Statistically the formulation of the hypothesis to be tested is:

$$H_0 : y \leq 0$$

$$H_1 : y > 0$$

The results of the analysis show that the coefficient of learning facilities on teacher performance is  $\beta_3 = 0.442$ , the value of  $t_{count} = 4.323$  and the value of  $t_{table} = 0.05$  with  $dk_{89} = 1.67$ . It turns out that  $t_{count} = 4.323$  is greater than  $t_{table} = 1.67$ , so  $H_0$  is rejected and  $H_1$  is accepted. These results explain that learning facilities have a positive and significant direct effect on teacher performance.

**Tabel 7. Koefisien Jalur Profesionalisme Guru Dan Ketrampilan Manjerial Terhadap Hubungan Fasilitas Pembelajaran. Coefficients**

	Unstandarzeeed Coefficients B	Unstandarzeeed Coefficients Std Error	Strandarzeeed Coefficients Beta	T	Sig
1 (constant)	15.685	4.579		3.425	.001
X <sub>1</sub>	.392	.071	.529	5.549	.000
X <sub>2</sub>	.395	.099	.379	3.979	.000

The results of the hypothesis testing are described as follows:

4. The influence of teacher professionalism on learning facilities

The fourth hypothesis tested in this study is that teacher professionalism has a direct effect on learning facilities. Statistically the formulation of the hypothesis to be tested is:

$$H_0 : \beta_1 \leq 0$$

$$H_1 : \beta_1 > 0$$

The results of the analysis show that the path coefficient of teacher professionalism towards learning facilities is  $\beta_1 = 0.529$ , the value of  $t_{count} = 5.549$  and the value of  $t_{table} = 0.05$  with  $dk_{89} = 1.67$ . It turns out that  $t_{count} = 5.549$  is greater than  $t_{table} = 1.67$ , so  $H_0$  is rejected and  $H_1$  is accepted. These results explain that teacher professionalism has a positive and significant direct effect on learning facilities.

5. The influence of the relationship of managerial skills on learning facilities

The fifth hypothesis tested in this study is that the managerial skills of teachers have a direct effect on learning facilities. Statistically the formulation of the hypothesis to be tested is:

$$H_0 : \beta_2 \leq 0$$

H1 :  $\beta_2 > 0$

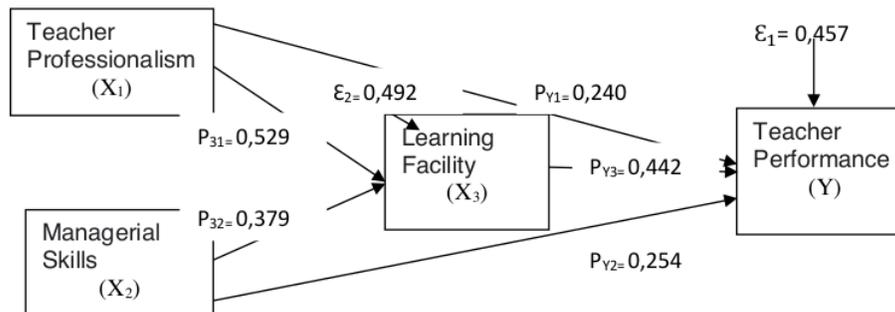
The results of the analysis show that the path coefficient of managerial skills on the relationship between learning facilities is  $P_{32} = 0.379$ , the value of  $t_{count} = 3.979$  and the value of  $t_{table} = 0.05$  with  $dk = 89 = 1.67$ . It turns out that  $t_{count} = 3.979$  is greater than  $t_{table} = 1.67$ , so  $H_0$  is rejected and  $H_1$  is accepted. These results explain that the managerial skills of teachers have a positive and significant direct effect on learning facilities.

The summary of the results of the analysis of the direct influence of the variables of teacher professionalism, managerial skills and the relationship of learning facilities on teacher performance can be seen in table 8.

**Table 8. The Direct Effect of Teacher Professionalism, Managerial Skills, and Learning Facilities Relationships on Teacher Performance.**

No	Variable	Large Influence
1	Teacher professionalism on teacher performance	0,240
2	Managerial skills on teacher performance	0,254
3	The relationship of learning facilities to teacher performance	0,442
4	Teacher professionalism towards learning facilities 0,529	0,529
5	Managerial skills on learning facilities	0,379

Based on the results of the analysis of the direct influence of the variables of teacher professionalism, managerial skills, their relationship with learning facilities on teacher performance (Table 8), it can be described the influence model, as shown in Figure 7.



**Figure 7. Path Coefficient Model of Effect between Variables**

The results of hypothesis testing are summarized in Table 9

**Table 9. Summary of Hypothesis Testing Results**

No	Hypothesis	Conclusion
1	Teacher professionalism on teacher performance	Accepted
2	Managerial skills on teacher performance	Accepted
3	Relationship of learning facilities to teacher performance	Accepted
4	Teacher professionalism towards learning facilities	Accepted
5	Managerial skills on learning facilities	Accepted

**1. Teacher Professionalism on Teacher Performance.**

The results of the analysis reveal that teacher professionalism has an effect on teacher performance and the effect is significant, meaning that the influence of teacher professionalism on teacher performance cannot be ignored.

In other words, the teacher's performance shown by the teachers is a manifestation of the success of teachers when they carry out tasks in the implementation of the teaching and learning process in schools. While the effect is positive, meaning that the higher the professionalism of teachers who are used in their main tasks as professional teachers, the higher the performance of these teachers in carrying out learning tasks at school. This is in line with the results of Syarif Muhamad Irshad's research, namely: there is a positive and significant influence of teacher professional competence on student learning outcomes. And the results of research from Budi Warnan: there is a positive and significant influence of teacher professional competence on student learning outcomes. Thus the performance of teachers will increase if the professional competence of teachers is implemented properly and correctly.

Thus building, maintaining, maintaining and even improving teacher performance is the ability of a professional teacher in carrying out their duties at school. Teacher professionalism that affects teacher performance such as teacher skills in managing learning by using appropriate learning media, utilizing learning facilities in the classroom when carrying out learning tasks. Teacher performance in carrying out their professional duties, namely; the ability to plan learning plans, the ability to use learning facilities, the ability to carry out learning, and the ability to evaluate learning outcomes. Teachers who are able to carry out tasks by preparing lesson plans are teachers who can arrange teaching materials to be taught, formulate competencies that must be possessed by students in accordance with the learning objectives set, design learning scenarios in the classroom with appropriate learning methods and media. Teachers are able to use learning facilities and make appropriate use of the required learning facilities. Teachers are able to carry out learning by using various methods and skills in managing the teaching and learning process in the classroom according to the designed learning scenario. Teachers are able to carry out evaluation tasks, namely: teachers can evaluate the results of the implementation of the teaching and learning process to measure the achievement of student learning outcomes and the achievement of teacher performance in carrying out tasks professionally.

The main work that is professional as a teacher where <sup>56</sup> teacher must show his abilities: mastering the subject matter to be taught is related to the structure, concepts, and scientific thinking patterns that support the subjects that will be taught and which will be taught to students, the teacher can develop material Learning that is taught creatively where the material is developed according to the scope of discussion that can be applied in the world of applied science. The teacher is able to formulate, apply and transform the standard competency and component indicators of basic competence. which are formulated as learning objectives that are expected from the teaching material being taught. Subject matter can be developed according to competency standards in the field of science development. Professional teachers are able to develop sustainable science by taking reflective actions in the form of training and applied learning based on standardized learning methodologies. Professional teachers can take advantage of educational science to be able to change student behavior so that they have a number of intellectual abilities in the field of scientific knowledge, skills to utilize the knowledge they have and form a unified and <sup>41</sup> independent attitude change. Currently, teachers are faced with using all <sup>52</sup> of their teacher skills in carrying out learning tasks during the COVID-19 pandemic. Teachers carry out online and offline learning tasks. The ability of information and communication technology is very much needed by teachers such as gadgets in the form of cellphones, computers, with various learning applications. All teachers who carry out tasks in Minahasa Regency have carried out their duties in a high professional manner and are able to adapt to the COVID-19 pandemic situation, where teachers have demonstrated their performance as professional teachers.

The results of this study explain that teacher professionalism not only improves teacher performance but also increases the motivation of each teacher to carry out tasks according to the profession in various difficult situations in the task.

## 2. Managerial Skills on Teacher Performance

The results of the analysis reveal that managerial skills have an effect on teacher performance and the effect is significant and positive. Significant influence, meaning that the influence of managerial skills on teacher performance cannot be ignored. In other words, the performance of teachers shown by teachers in carrying out learning tasks at school is a manifestation of the success of teachers when they perform tasks. While the effect <sup>7</sup> is positive, meaning that the higher the teacher's skills in managing and controlling the class in the teaching and learning process, the higher the teacher's performance shown.

Thus building, maintaining, maintaining and even improving teacher <sup>5</sup> performance is the ability of a skilled teacher to manage the learning process in the classroom appropriately and correctly. High school and vocational high school teachers have demonstrated the ability to carry out learning tasks with their teacher skills and manage learning skillfully using methods, media, learning resources, learning aids appropriately and correctly. In order to increase the quality of education, teacher standards need to be considered. Teacher performance can be seen from how capable and skilled teachers are in managing the learning process in the classroom.

Teacher performance is a benchmark <sup>26</sup> to determine the success of the learning process in schools. The managerial skills of teachers shown are the skills of teachers in managing,

controlling, carrying out teaching and learning process activities to achieve the expected learning objectives. Teachers are entrusted with implementing various teaching and learning strategies, especially teaching skills. The teaching skills of a teacher that are implemented are; the teacher has the skills to open and close the lesson, the teacher has the class management skills, The teacher has the skills to explain and ask questions, the teacher has the skills to provide reinforcement and stimulus variations, teachers have skills in conducting variations, using media tools and learning resources, teachers have skills in managing small groups and skills in guiding discussions, teachers have individual teaching skills and the ability to carry out evaluations. Conceptually, teacher managerial skills are skills to complete a task.

### 3. Learning Facilities on Teacher Performance

The results of the analysis reveal that learning facilities have an effect on teacher performance and the effect is significant and positive. The significant effect means that the influence of managerial skills on teacher performance cannot be ignored. In other words, the teacher's performance shown by the teachers in carrying out learning tasks at school, is a manifestation of the teacher's success when they carry out their duties. While the effect is positive, meaning that the higher the utilization of available learning facilities in the teaching and learning process, the more effective and efficient the teacher's performance in carrying out learning tasks. Therefore, the more complete the learning facilities used by the teacher, the more the teacher's work results will increase and the teacher's performance will increase.

Thus building, maintaining, maintaining and even improving teacher performance is the ability of a skilled teacher to utilize learning facilities in the classroom learning process.

Learning facilities must be empowered by teachers in carrying out teaching tasks in class. Learning facilities is the completeness, that supports the learning process of students at school. learning facilities are tools to facilitate the delivery of subject matter given to students. learning facilities are tools to facilitate the delivery of learning materials given to students. Learning facilities are facilities used in the learning process. Facilities must be provided to provide or help smooth and facilitate the implementation of an instructional learning process carried out by the teacher. Teachers must be able to accommodate learning facilities so that the learning process runs as effectively and efficiently as possible. As Abraham Bafada (2013) said; "educational facilities are "all sets of equipment, materials and furniture that are directly used in the educational process in schools". The learning facilities used by the teacher in the learning process are: (1) study room, tables and chairs, (2) lighting and windows (3) writing utensils, (4) source books,(5) library room and laboratory room (6) media (audio, visual, audio visual) props, oral cavity, and computer. With complete learning facilities, teachers can carry out learning tasks at school. Teachers utilize appropriate infrastructure and learning media such as teaching aids, computers, other aids in the form of images, audio, visual and audio visuals such as films, pictures, videos, with various applications that can be conditioned for online, offline and rolling learning especially in the future the covid-19 pandemic. Teachers have perfection and oral health as a means of learning to make a voice in the delivery of teaching materials and so on.

Teachers in SMA and SMK in Minahasa Regency have utilized all learning facilities as learning facilities in an effective and efficient manner in the learning process in the classroom and which have been provided by the school and the subject teachers themselves. This means that teachers have shown high performance in utilizing learning facilities with various skills in managing classroom learning. Learning facilities have a positive effect on the performance of professional teachers. The results of this study are in line with the results of research by: Dwi Raflian Giantera and Meita Satru Prihatin, namely: there is a positive and significant influence of learning facilities on student learning outcomes in the subjects of office equipment and economics. This is in line with the results of research from Hermanto Hermanto, Ni Gusti Made Rai, Arfan Fahmi (2020), "Students' opinions about studying from home during the COVID-19 pandemic in Indonesia". study from home and they do not acquire as much knowledge as the traditional way, although they still have higher motivation to learn and have a better relationship with their family members. Therefore, interesting materials (learning facilities) and teaching methodologies are fun and interaction is recommended. Teacher's managerial skills and completeness of learning facilities.

#### 4. Teacher Professionalism towards Learning Facilities.

The results of the analysis reveal that teacher professionalism has an effect on learning facilities and the effect is significant and positive. Significant influence, meaning that the influence of teacher professionalism on learning facilities used by teachers in carrying out learning tasks cannot be ignored. In other words, professionalization of teachers will be successful in carrying out their duties if teachers are equipped with the facilities needed in the teaching and learning process. Professional teachers can work effectively and efficiently supported by learning facilities such as: 1) study rooms, tables and chairs, (2) lighting and windows (3) writing instruments, (4) source books, (5) library rooms and laboratory rooms. (6) media (audio, visual, audio visual) teaching aids, oral cavity, and computer as a manifestation of the success of professional teachers. The positive influence of professional teachers who carry out tasks that are supported by complete learning facilities, meaning that the higher the utilization of learning facilities needed in the teaching and learning process, the more effective and efficient the teacher's performance in carrying out learning tasks. Or the more complete the learning facilities available and needed by the teacher, the more successful the implementation of the learning process in the classroom. Professional teachers carry out learning tasks if they are supported by various complete and adequate learning facilities/facilities. Thus building, maintaining, maintaining and even improving teacher professionalism is the ability of a skilled teacher to utilize all the learning facilities available in the learning process activities in the classroom. Teachers are able to utilize learning facilities appropriately and correctly in a professional and quality manner. In order to increase the quality of standardized education, teachers need to be considered professionally and supported by various adequate and complete learning facilities. Professional teachers can be seen from how teachers are able to take advantage of various facilities, manage the learning process in the classroom. The professionalism of teachers in utilizing appropriate and adequate learning facilities is a benchmark for determining the success of teachers in carrying out learning tasks.

Professional teachers carry out their duties supported by complete learning facilities owned by teachers and students. Professional teachers are able to facilitate the implementation of learning and can be conditioned according to the needs during the COVID-19 pandemic. Learning facilities used by teachers in carrying out learning tasks include: (1) study rooms, tables and chairs, (2) lighting and windows (3) writing instruments, (4) source books, (5) library rooms and laboratory rooms. (6) media (audio, visual, audio visual) visual aids, oral cavity, and computers and other facilities as needed. Online, offline and bolster learning facilities must be provided so that teachers can carry out their duties professionally.

## 5. Managerial Skills for Learning Facilities

The results of the analysis reveal that the managerial skills of teachers have an effect on learning facilities and the effect is significant and positive. Significant influence, meaning that teachers are skilled in managing, utilizing learning facilities effectively and efficiently. The teacher will work by managing the teaching and learning process skillfully if learning facilities learning facilities are available as needed. Teachers with all skills in carrying out learning tasks at school are a manifestation of the responsibility of a teacher who has high performance in carrying out their duties as a professional teacher. When they perform tasks with knowledge and skills in managing by utilizing learning facilities, the learning process can run well and learning objectives will be achieved. While the positive influence, meaning that the more skilled the teacher manages and utilizes the learning facilities, the more professional the teacher's performance will be. So the more skilled the teacher is in utilizing and using learning facilities, the higher the success of the teacher in carrying out his duties. Or the more complete the learning facilities are facilitated and can be utilized by the teacher in the teaching and learning process, the more skilled the teacher is in carrying out his learning tasks, because the implementation of the work is supported by complete and adequate learning facilities.

Thus building, maintaining, maintaining and even improving the managerial skills of a professional teacher who has high performance in utilizing learning facilities, there is the ability of a skilled teacher to manage and utilize learning facilities in the learning process in the classroom. The word skill has the same meaning as dexterity. Skilled or nimble is the ability to do something quickly and correctly. A teacher who can do something quickly but wrong cannot be said to be skilled. Likewise, if a teacher can do it correctly but slowly, it cannot be said to be skilled. While the scope of the skill itself is quite broad, covering activities in the form of actions, thinking, speaking, seeing, listening etc. In learning, the skills of a teacher as a manager of the teaching and learning process are designed as a learning communication process to change student behavior. Skilled teachers can carry out basic tasks swiftly, quickly and precisely in teaching and learning activities. From this opinion, it can be concluded that skill is a form of teacher's ability to use thoughts, reasoning, actions and learning facilities to perform a task appropriately, effectively and efficiently. Managerial skills of teachers, namely the ability of teachers to move students in the learning and teaching process. Managerial skills are: technical skills, namely the ability to apply special knowledge or specialization skills, human skills, namely the ability to cooperate, understand and motivate others, both individually and in groups. (3) conceptual skills, namely the mental ability to analyze and diagnose complex situations. With the authority of professional teachers who have managerial skills, managing

learning must be carried out with a high sense of responsibility. A teacher's classroom management skills do not only indicate the quantity of work but at the same time indicate the quality of work in the form of high teacher performance.

Therefore, teachers who have managerial skills in managing and carrying out learning tasks appropriately and correctly are teachers who are facilitated with a number of complete learning facilities/infrastructure according to conditioned needs. Teachers of SMA and SMK Negeri in Minahasa Regency have carried out their duties skillfully and are able to manage the teaching and learning process appropriately and correctly because they are supported by various learning facilities needed.

## Conclusion

### **The Influence of Teacher Professionalism, Managerial Skills, Learning Facilities on Teacher Performance.**

The previous assumption in this study that teacher performance was largely determined by teacher professionalism, managerial skills, and the relationship with learning facilities to teacher performance, it turns out that the results of the study show that the effect of these three variables together is  $R^2Y(X1,X2,X3) 0.775$ . The results of this analysis can be said that: teacher professionalism, managerial skills and their relationship with learning facilities can improve the teachers performance. The performance of teachers in SMA and SMK in Minahasa Regency has increased. Thus the performance of professional teachers is influenced by the implementation of the professional duties of teachers in schools. A professional teacher is a teacher who has the ability to educate obtained from formal, non-formal and informal education. Professional teachers whose performance is recognized are teachers who can become legitimate members of the teaching profession in educational organizations and teachers who receive recognition from the community. Professional teachers recognize and are aware of their profession in their duties, implement a code of ethics, and carry out their duties with a high sense of responsibility. Professional teachers who have high performance show successful work implementation and try to develop themselves in their scientific profession. Professional teachers who have high performance, respect the norms that exist in the community environment where the teacher is on duty. Professional teachers who have high performance demonstrate the ability to carry out educational and teaching tasks in schools.

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