

Descriptive Teacher Performance Guidance and Counseling Muhammadiyah Vocational High School in The City of Yogyakarta

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ABSTRACT

Counseling guidance is one component of the implementation of education in schools whose existence is very much needed to help students in the development of various fields. The purpose of this research is to know the performance of the Counseling Guidance teacher at Muhammadiyah Vocational High School (SMK Muhammadiyah) in the city of Yogyakarta. This type of research uses descriptive research with a quantitative approach. The subjects are the guidance and counseling teachers of Muhammadiyah Vocational High School in Yogyakarta. The population is 12 teachers of guidance and counseling. The sample takes the entire population in this study. The data collection method used a questionnaire. The results showed that the Counseling Guidance teachers of Muhammadiyah Vocational High Schools in the city of Yogyakarta who had good performance were 4 teachers, while the Muhammadiyah Vocational High School Counseling Guidance teachers in Yogyakarta city who had sufficient performance were 6 teachers. Evaluation of the performance of the Counseling Guidance teacher at SMK Muhammadiyah in the city of Yogyakarta has referred to the Regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2007 concerning Academic Qualification Standards and Teacher Competence.

Keywords : Teacher; Guidance and Counseling; Performance

INTRODUCTION

Teachers are the backbone of educational activities for all ages of students, especially those related to teaching and learning activities. Teachers play a vital role in a classroom by using various learning techniques and methods (Anwar, 2019). Without the role of the teacher, the teaching and learning process will stop or even fail. Therefore, in education management, the role of teachers in efforts to succeed in education is always improved. Teacher performance or work performance must always be improved considering the challenges of the world of education to produce quality human resources who are able to compete in the global era.

Teacher performance is the result achieved by teachers in terms of carrying out their task according to their knowledge, skills, experience, sincerity, and effective use of time (Fitria et al., 2017). Performance of teacher is really important in the education process (Mwangi et al., 2019). Teacher's low performance might lead to poor student achievement and even cause a huge loss in the student academic career (Hartinah et al., 2020).

A teacher in doing his job well, is often determined by an assessment of his performance. Assessment is not only carried out to help oversee the organization's resources but also to measure the level of efficiency in using existing resources

and identify things that need to be improved. Assessment of performance is an important factor to improve teacher performance and job satisfaction, the parts that indicate the teacher's inadequate ability to be identified, are known so that strategies can be determined in improving their performance. Furthermore, assessment of teacher performance promotes professional learning (Gallant & Mayer, 2012).

Guidance and counseling is one component of the implementation of education in schools whose existence

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is very much needed to help students in personal, social, learning and career planning and development. In most of studies the implementation of guidance and counseling services received a positive attitude and was likely to help students (Mulenga & Mukaba, 2018). Guidance and counseling services as one of the educational services that must be obtained by all students which have been listed in Government Regulation number 28 of 1990 concerning Basic Education which states that (1) guidance is assistance provided to students in an effort to find personal, know the environment and planning for the future; (2) guidance is given by the supervisor.

In the laws and regulations there are already existing guidance and counseling in schools, but there are schools that do not consider the existence of guidance and counseling. In other cases, some schools only have one school counselor or lack of human resources of guidance and counseling service (Owino, 2014), even though each school is obliged to carry out guidance and counseling service activities. Other schools are having a problem to implement guidance and counseling services properly and the time allocation and infrastructure are still not well organized (Ruttoh, 2015)1999.

Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System Article 1 Paragraph 6 states that school counselors are educators. The success of the school counselors in carrying out his duties as an educator is seen from several things, namely: (1) carrying out the main duties and functions of the implementation process of guidance and counseling services in schools, (2) the existence of face-to-face activities in the classroom for 2 hours of learning per week for each class, to carry out learning in the field of guidance and counseling services in schools, (3) there are foster students with a ratio of one school counselors serving 150 counselees, (4) the existence of facilities, infrastructure and financing to support the implementation of guidance and counseling services in schools.

One of them is by improving the performance of the school counselors in the implementation of guidance and counseling services in schools through the professional competence of the school counselors. The performance referred to in this case is an effort or activities that carried out by the school counselors in the implementation of the guidance and counseling service, such as group guidance, classroom guidance, individual student planning, responsive services, developmental and research program, consultations, professional development, and other activities (Atici, 2014). Therefore, what is to be achieved can be done well and the existence of the school counselors can be felt by students in providing the best solution to the problems that occur, with the aim of making students to be independent.

LITERATURE REVIEW

Definition of Performance

Performance is the result of work in quality and quantity achieved by an employee in carrying out his duties in accordance with the responsibilities assigned to him (Mangkunegara, 2001). In addition, performance can also be interpreted as a result and one's efforts achieved by the ability and actions in certain situations. It said that performance is the behaviour of the employees involved that contribute to organizational goals achievement (Fitria, 2018).

The factors that affect performance are: first, effectiveness and efficiency. According to Prawirosentono (2009) if a certain goal can finally be achieved, it can be said that the activity is effective, but if the consequences that are not sought for the activity have an important value from the results achieved, resulting in dissatisfaction even though it is effective it is called inefficient. Conversely, if the effect sought is not important or trivial then the activity is efficient. In other words, effectiveness is about doing the right thing, such as setting precise targets to achieve an overall goals (the effect). Effectiveness aiming to achieve goals as a result of an activity or initiative intended to pursue the desired effect under ordinary circumstances. Whereas efficiency is about doing things in the most economical way, including how to manage the ratio of the output to the input of any system (Burches & Burches, 2020).

Second, authority. The meaning of authority according to Barnard (in Prawirosentono, 2009) is the nature of a communication or order in a formal organization that is owned (received) by an organization member to other members to carry out a work activity in accordance with its contribution (labor contribution). The order states what can and should not be done in the organization. One of the examples of the authority is how the instructors communicate their authority in order to meet pedagogical goals in the face of digital distractions (Cheong et al., 2016).

Third, discipline. According to Prawirosentono (2009) discipline is obeying applicable laws and regulations. So, employee discipline is the activity of the employee concerned in respecting the work agreement with the organization where he works. To put it in other words, discipline is a person's awareness and willingness to respect, obey, and committed towards the company or organization rules and also prevailing social norms (Suprpto et al., 2020). Discipline is an important factor in organization. It will affect the employees' performance in the organization, the more disciplined an employee is, the higher the work performance can be accomplished (Pasinringi et al., 2020).

Fourth, initiative, which relates to thinking and creativity in the form of ideas to plan something related to organizational

goals. Thus, initiative is the driving force for progress aimed at influencing organizational performance. The progress is exist and can be measured, so it can be more sustainable in the future (Howard & Chambers, 2016). One of the examples of the initiative in work is the teacher's ability in leading the class, building rapport and manage the interaction with students whilst teaching and learning activities in the class. Furthermore, the teacher's ability to conduct an assessment of student learning outcomes (Fitria, 2018).

Measurement activities in the management process are very important, as reflected in the phrase: "You cannot control what you cannot measure". Performance measurement is a process of accurately and validly quantifying the level of efficiency and effectiveness of an activity that has been conducted and comparing it with the planned level of achievement. In addition, the performance measurement is an organization's regulatory system to assure that the actual performance of the planned performance is counterpart and to take the required actions in order to amend the deviations presented by the measurement (Alferjany et al., 2018).

For this reason, a superior needs to have a measure of the performance of the employees, so that a problem does not arise. Performance measurement is aiming to boost the level of employees' performance. Furthermore, by recognizing the employees' performance scientifically and objectively, the goal of the performance measurement is to invest the abilities and potentials for helping the employees make progress and development (Al Shobaki et al., 2018). Information about employee performance is also needed if a superior wants to change the existing system. Researchers are often trapped in assessing someone who has performed poorly, even though the systems or equipment used do not meet the requirements.

A person will always crave respect for the results of his work and expect a fair reward. Performance appraisal needs to be carried out as objectively as possible because it will motivate employees to carry out their activities. Performance appraisal becomes a great interest in any organization because the employees play a vital role in determining the survival. The employees are perceived as a valuable asset and are the key to assure that the organization runs well as planned (Ahmad, 2013).

Various types of work performed by employees or employees, of course, require clear criteria, because each type of work certainly has different standards regarding the achievement of the results. The more complicated the type of work, the standard operating procedure that is determined will be an absolute requirement that must be obeyed.

Elements of Performance Appraisal

In general, the elements that are assessed in the performance appraisal process according to Hasibuan (2005) are as follows:

- 1) Loyalty : Assessors measure employee loyalty to their job, position, and organization. This loyalty can be reflected by the willingness of employees to maintain and defend the organization inside and outside of work from undermining irresponsible people.
- 2) Job performance : Appraisers assess the quality and quantity of work results that the employee can produce from the job description.
- 3) Honesty : Appraisers assess honesty in carrying out their duties in fulfilling the agreement both for themselves and for others such as their subordinates.
- 4) Discipline : The assessor assesses the employee's discipline in complying with the existing regulations and doing his job according to the instructions given to him.
- 5) Creativity : Appraisers assess the ability of employees to develop creativity to complete their work, so that work is more efficient and effective.
- 6) Cooperation : Appraisers assess employees' willingness to participate and cooperate with other employees vertically or horizontally on and off the job so that the work results will be better.
- 7) Leadership : Appraisers assess the ability to lead, be influential, have a strong personality, are respected, authoritative, and can motivate others or their subordinates to work effectively.
- 8) Personality : Assessors assess employees based on their behavior, politeness, cheerfulness, being liked, gives a pleasant impression, shows a good attitude, and looks sympathetic and reasonable.
- 9) Initiative : Assessors assess the ability to think orally and based on their own initiative to analyze, assess, create, provide reasons, get conclusions, and make decisions to solve the problems they face.
- 10) Proficiency : Assessors assess the employee's ability to synthesize and align the various elements that are all involved in policy development and in management situations.
- 11) Responsibility : Appraisers assess the willingness of employees to be accountable for their policies, their work, and the results of their work, the facilities and infrastructure used, and their work behavior.

Objectives and Benefits of Performance Appraisal

Performance appraisal is useful for knowing the overall condition of an organization. This can be seen from the employee's condition which is reflected in the results of the performance appraisal.

The objectives of holding performance appraisals are: to find out the goals and objectives of management

and employees, to motivate employees to improve their performance, to distribute rewards from organizations or agencies in the form of additional salary or wages and fair promotion, and also to conduct personnel management research (Sulistiyani & Rosidah, 2009).

Performance appraisal encourages the employees to explore and expand all of their potentials. The performance of employee will be given an evaluation and improvement, so that they can upgrade their abilities and required skills. The more performance appraisal become constructive, the more of employees' progress are improved. It turn out to be that performance appraisal also can be one of a good devices in planning a better career path (Ahmad, 2013).

Performance Appraisal

Meanwhile, the meaning of performance appraisal is to assess the ratio of real work results from the quality and quantity standards produced by each employee. Performance appraisal is a systematic evaluation of the work that has been done by employees and is aimed at development (Hasibuan, 2005).

Performance appraisal can be defined as a way of measuring the contributions of individuals to their organization (Ambar & Rosidah, 2009). It can be understood that performance appraisal is a way to measure the contributions of the employees to the organization. In other references said that performance appraisal is a formal procedure carried out within the organization to evaluate employees and the contribution and interests of employees (Hasibuan, 2005).

Performance appraisal also can be interpreted as a process of evaluating the individual performance of employee over some period of time. Formal performance appraisals are infrequent events and some types of the score are assigned (DeNisi & Smith, 2014). The judges usually inform the employees of his or her formal score or rating. The organization typically making a decisions partially based on the employees' rating or score (DeNisi & Murphy, 2017).

Other than evaluation, performance appraisal also refers to activities to develop the employees' competence, enhance the performance, and disseminate rewards

(Bayo-Moriones et al., 2020). The framework of performance appraisal is a proper instrument that can be utilized to escalate the nature of organization's work which is considered as a necessary perspective in the administration of human resource and as a control procedure feature in the organization (Mwema & Gachunga, 2014).

Performance appraisal has various benefits, such as giving feedback for teachers in order to improve their competencies, evaluating the teaching practice, implementing the reward and punishment system, and identifying the needs of training.

Performance appraisal can also adjust the competencies, build a sense of decision-making, improve teacher's performance, develop competencies and skills, career planning and development, and identify the shortages of learning programs (Kuncoro & Dardiri, 2017).

The prerequisite for performance appraisal must meet the criteria, namely: relevance, acceptability, reliability, and sensitivity. The meaning of each is (1) the relevance of the conformity between the results of the work and the previously determined objectives; (2) acceptability is the result that the assessment system can accept in relation to the success of the work implementation; (3) reliability, meaning that the results of the scoring system are sensitive enough to distinguish or indicate successful or successful, sufficient or failed activities carried out by employees (Soeprihanto, 2000).

There are six dimensions of performance that can be measured, namely: (1) quality (accuracy, thoroughness, work performance received); (2) productivity (quality or efficient work volume of work produced); (3) work knowledge (technical, practical training and information used in work); (4) reliability (completion of tasks, efforts and follow-up); (5) availability (work breaks, meal periods, overall attendance records); and (6) skills planning, organizing, actuating, and controlling, organizational development, problem analysis, retrieval decisions, interpersonal relations, communication, job recognition, security and health (Apriliana, 2008).

The performance measurement according to T.R. Mitchell in the Directorate of Education Personnel (2008) can be seen from five things, namely:

- 1) Quality of work - the quality of work.
- 2) Promptness - the timeliness of completing work.
- 3) Initiative - initiative in completing work.
- 4) Capability - the ability to complete a job.
- 5) Communication - the ability to build cooperation with other parties.

Teacher Performance Assessment

Teacher performance assessment is a process that aims to determine or understand the level of teacher performance compared to the level of other teachers or compared to established standards. This assessment intends to decide who can enter and guide the curriculum professionally in school (Huston, 2017). It is an important aspect in order to demonstrate the quality, competence, potential value of the teacher candidates (Coloma, 2015). By evaluating teachers' abilities and skill, it will improve the quality of the profession (Darling-Hammond et al., 2013) teach, assess, and reflect on instruction in actual classroom practice. The PACT seeks both to measure and develop teacher effectiveness, and this

study of its predictive and consequential validity provides information on how well it achieves these goals. The research finds that teacher candidates' PACT scores are significant predictors of their later teaching effectiveness as measured by their students' achievement gains in both English language arts (ELA).

Based on the Regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies. It was explained that the Teacher Competency Standards were developed in full from 4 main competencies, namely: (1) pedagogical competence, namely the abilities that teachers must have with regard to student characteristics seen from various aspects such as moral, emotional, and intellectual. So that it has the ability to manage learning. (2) Personality competence, that is, teachers must have abilities related to the stability and integrity of a teacher's personality. (3) Social competence, namely social skills including the ability of teachers to communicate, cooperate, socialize, be sympathetic, and have a pleasant spirit; and (4) professional competence, namely abilities that teachers must have in planning and implementing the learning process. The fourth competency integrated in teacher performance.

Teacher performance assessment provides summative and formative information of teacher's quality, feedback to education program about the strength and weakness of teacher candidates, and also improves the education programs (Knight et al., 2014). In several studies show that teacher performance assessment can be used as a form of feedback for education program as well as a learning tool for pre-service teachers. It also can be a powerful tools for teacher learning and program improvement (Brown, 2018) all education program graduates in New York State (NYS).

Teacher Performance

Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in the formal education pathway, as well as primary and secondary education including early childhood education. According to Law No. 20/2003 concerning the National Education System that educators (teachers) are professionals who are tasked with planning and implementing the learning process, conducting mentoring and training.

The teacher is one of the factors determining student success. The teacher plays a very important role in improving the teaching and learning process. The quality of teaching competence can create and establish the quality of student learning process. It also shows teacher professionalism level based on their field and can contribute to improve learning

performance (Hakim, 2015). Therefore, a teacher is required to have various basic competencies in the teaching and learning process.

In relation to teacher performance in carrying out teaching and learning activities, it can be stated that the Professional Duties of Teachers according to the Law of the Republic of Indonesia Number 14 of 2005 Article 20 (a) About Teachers and Lecturers are planning learning, implementing quality learning processes, and assessing and evaluating learning outcomes.

Performance is the quantity and quality of task achievement, a result of one's work over a certain period of time in performing tasks compared to many possibilities such as work standards. Teacher performance is connected with the real time that teacher spends for educational activities or programs. Teachers spend their working time for teaching, preparing materials, evaluating, doing school administrative, and others (Kuncoro & Dardiri, 2017).

Good teacher performance is certainly reflected in their appearance both from the appearance of their academic ability and professional ability to become a teacher, which means they are able to manage teaching in the classroom and educate students outside the classroom as well as possible.

Therefore, based on the above theories, teacher performance is the achievement shown by the teacher in the ability and effort of the teacher to carry out learning tasks as well as possible in program planning and teaching preparation, implementing learning activities and evaluating learning outcomes.

METHODS

The subjects in this study were the school counselors at Muhammadiyah Vocational High School in Yogyakarta, totaling four schools. The object of this research is the performance of the school counselors. The population was 10 school counselors. The variables to be studied are the performance of the school counselors as stated in the academic qualification standards and teacher competencies. This research uses a survey method, which is research conducted on large and small populations, but the data studied is data from the existing population, so that relative incidents, distribution and relationships between sociological and psychological variables are determined (Sugiyono, 2005). In the implementation of this research carried out using quantitative descriptive methods, which is a form of research based on data collected during research systematically regarding the facts in the form of frequency expressed (Bengtsson, 2016) and properties of the object under study, then interpreted according to theories and literatures relating to teacher performance.

FINDINGS

Competence in Mastering Educational Theory and Praxis

The description of the competence in mastering educational theory and praxis from school counselors of Muhammadiyah Vocational High School in the city of Yogyakarta are as follows:

The results show that 3 school counselors (30%) cannot fulfill the planning of guidance and counseling services, in accordance with the foundations and principles of active, creative, independent, and student-centered learning and learning; 3 school counselors (30%) can fulfill part of the guidance and counseling service planning, in accordance with the foundations and principles of education and active, creative, independent and student-centered learning or counseling; and 4 school counselors (40%) can fulfill all of guidance and counseling service plans, in accordance with the foundations and principles of active, creative, independent, and student-centered learning and education.

Shows that 4 school counselors (40%) cannot fulfill guidance and counseling service planning, according to age, developmental stage, and the needs of students; 3 school counselors (30%) can fulfill part of the service planning of guidance and counseling, according to age, stage of development, and the needs of students; and 3 school counselors (30%) can fulfill all of guidance and counseling service planning, according to age, stage of development, and participant needs students.

Shows that 3 school counselors (30%) cannot fulfill the guidance and counseling service plan, according to the diversity of the cultural, economic, and social backgrounds of students; 6 school counselors (60%) can fulfill part of the guidance and counseling service planning, according to the diversity of the cultural, economic, and social backgrounds of students; and 1 school counselor (10%) can fulfill all of guidance and counseling service plans, in accordance with the diversity of cultural, economic, and social backgrounds of students.

Competence in Applying Physiological and Psychological Development as Well as Behavioral Counseling

The description of the competence in applying physiological and psychological development as well as counseling behavior from school counselors of Muhammadiyah Vocational High School in the city of Yogyakarta are as follows:

The results show that 1 school counsellor (10%) cannot provide opportunities for students to obtain guidance and counseling services according to their mental, emotional, physical and gender development needs; 6 school counselors

(60%) can fulfill partially in providing opportunities for students to obtain guidance and counseling services according to the needs of mental, emotional, physical and gender development; and 3 school counselors (30%) can fulfill all of them in providing opportunities for students to obtain guidance and counseling services according to the needs of mental, emotional, physical and gender development.

1 school counselor (10%) cannot provide opportunities for students to obtain guidance and counseling services according to their personal talents, interests, and potentials; 3 school counselors (30%) can fulfill partially in providing opportunities for students to obtain guidance and counseling services according to their talents, interests, and personal potentials; 6 school counselors (60%) can fulfill all of them in providing opportunities for students to obtain guidance and counseling services according to with the needs of personal talents, interests, and potentials.

In addition, 1 school counselor (10%) cannot fulfill the opportunity for students to obtain guidance and counseling services in accordance with the expectations of continuing education and career choices; 1 school counselor (10%) can fulfill partially in providing opportunities for students to obtain guidance and counseling services in accordance with the expectations for continuing education and career choices; and 8 school counselors (80%) can fulfill all of them in providing opportunities for students to obtain guidance and counseling services according to the expectations for further education and career choices.

Competence in Mastering the Essence of Guidance and Counseling Services on the Path, Type and Level of Educational Units

The description of the competence in mastering the essence of guidance and counseling services in the path, type, and level of the educational unit of the school counselors at Muhammadiyah Vocational High School in the city of Yogyakarta are as follows:

The results show that 1 school counselor (10%) cannot fulfill the guidance and counseling services programmed by the school counselor has fulfilled the essence of services in the formal, non-formal and informal education unit pathways; 7 school counselors (70%) can fulfill some of the guidance and counseling services programmed by school counselors have fulfilled the essence of services in formal, non-formal and informal education units; and 2 school counselors (20%) can fulfill all guidance and counseling services programmed by school counselors that meet the essence of services in the formal, non-formal and informal education units.

The next results show that 1 school counselor (10%) cannot fulfill the guidance and counseling services

programmed by school counselor has fulfilled the essence of services in the types of general, vocational, religious, and special education units; 6 school counselors (60%) can fulfill some of the guidance and counseling services programmed by school counselors that fulfill the essence of services in general, vocational, religious, and special education units; and 3 school counselors (30%) can fulfill all guidance and counseling services programmed by school counselors have fulfilled the essence of services in the types of general, vocational, religious, and special education units.

In addition, the results show that 1 school counselor (10%) cannot fulfill the guidance and counseling services programmed by school counselor and has fulfilled the essence of services at the early, primary and secondary education unit levels; as well as 3 school counselors (30%) can fulfill some of the guidance and counseling services programmed by school counselors that meet the essence of services at the early, primary and secondary education unit levels, as well as high; and 6 school counselors (60%) can fulfill all guidance and counseling services programmed by school counselors that fulfill the essence of services at the early, primary and secondary, and high education unit levels.

Competence to Believe and Fear God

The description of the competence of believing in and fearing God from the school counselors at Muhammadiyah Vocational High School in the city of Yogyakarta are as follows:

The results show that 2 school counselors (20%) could not meet to look neat and clean; 2 school counselors (20%) could fulfill partially to look neat and clean; and 6 school counselors (60%) can fulfill all to look neat and clean.

The next results show that 3 school counselors (30%) cannot meet to speak politely and honestly to students; 6 school counselors (60%) can fulfill partially to speak politely and being honest with students; and 1 school counselor (10%) can fulfill all of them to speak politely and honestly to students.

The further results show that 1 school counselor (10%) cannot fulfill to behave and encourage students to be tolerant; 8 school counselors (80%) can fulfill partially to behave and encourage students to be tolerant; and 1 school counselor (10%) can fulfill all of them to behave and encourage students to be tolerant.

In addition, the results show that 2 school counselors (20%) cannot fulfill to show consistency and motivate students in carrying out worship; 5 school counselors (50%) can fulfill partially to show consistency and motivating students in carrying out worship; and 3 school counselors (30%) can fulfill all of them to show consistency and motivate students in carrying out worship.

Competence Respects and Upholds Human Values, Individuality and Freedom of Choice

The description of the competence to respect and uphold human values, individuality and freedom of choice of the school counselors at Muhammadiyah Vocational High School in the city of Yogyakarta are as follows:

The results show that 1 school counselor (10%) cannot fulfill the planning of guidance and counseling service which refers to the application of a dynamic view of humans as moral, spiritual, social and individual beings; 3 school counselors (30%) can fulfill partially to plan guidance and counseling service which refers to the application of a dynamic view of humans as spiritual, social, and individual moral beings; and 6 school counselors (60%) can fulfill all of them for planning guidance and counseling service which refers to the application of a dynamic view of humans as spiritual, social, and individual moral beings.

Other results show that 1 school counselor (10%) cannot fulfill the guidance and counseling services designed by the school counselor encouraging the development of individual positive potential; 2 school counselors (20%) can fulfill partially to provide guidance and counseling services designed by school counselors to encourage the development of individual positive potential; and 7 school counselors (70%) can fulfill all of them to provide guidance and counseling services designed by school counselors encourage the development of individual positive potential.

The next results show that 1 school counselor (10%) cannot fulfill the design of guidance and counseling services referring to the needs and feedback of students; 4 school counselors (40%) can fulfill part of it to provide guidance and counseling service plans referring to the needs and feedback of students; and 5 school counselors (50%) can fulfill all of them to provide guidance and counseling service designs referring to the needs and feedback of participants students.

In addition, it shows that 4 school counselors (40%) are unable to provide guidance and counseling services designed to develop a tolerant attitude in upholding human rights in students; 5 school counselors (50%) can fulfill partially to provide guidance and counseling services designed to develop a tolerant attitude in upholding human rights in students; and 1 school counselor (10%) can fulfill all of them to provide guidance and counseling services designed to develop a tolerant attitude in upholding human rights in students.

Competence Shows Integrity and Strong Personality Stability

The description of competence shows the integrity and strong personality stability of the school counselors at

Muhammadiyah Vocational High School in the city of Yogyakarta are as follows:

The results show that 4 school counselors (40%) could not fulfill to show personality, emotional stability and behavior that was commendable, honest, patient, friendly, and consistent; 5 school counselors (50%) can fulfill partially to show commendable personality, emotional stability and behavior, honesty, patient, friendly, and consistent; and 1 school counselor (10%) can fulfill all to show commendable personality, emotional stability and behavior, honest, patient, friendly, and consistent.

The next results show that 2 school counselors (20%) cannot fulfill to show sensitivity and empathy towards diversity and change; 7 school counselors (70%) can fulfill partially to show sensitivity and attitude empathy for diversity and change; and 1 school counselor (10%) can fulfill all of them to demonstrate sensitivity and empathy for diversity and change.

In addition, the results show that 5 school counselors (50%) cannot meet to display high tolerance for students who face stress and frustration; 4 school counselors (40%) can fulfill part of it to display a high tolerance for students who face stress and frustration; and 1 school counselor (10%) can fully fulfill to display a high tolerance for students who face stress and frustration.

Competence Displays High Quality Performance

The description of the competence of displaying high-quality performance from the school counselors of Muhammadiyah Vocational High School in the city of Yogyakarta are as follows:

The results show that 2 school counselors (20%) could not fulfill to motivate students to actively participate in the guidance and counseling services provided; 7 school counselors (70%) were able to fulfill part of it to motivate students to actively participate in the guidance and counseling services provided, and 1 school counselor (10%) can fulfill all of them to motivate students to actively participate in the guidance and counseling services provided.

The next results show that 1 school counselor (10%) cannot fulfill the implementation of effective guidance and counseling services according to the design to achieve the goals of guidance and counseling services within the time available; 5 school counselors (50%) can partially fulfill to carry out effective guidance and counseling services in accordance with the design to achieve the objectives of guidance and counseling services within the time available; and 4 school counselors (40%) can fulfill all of them to carry out guidance and counseling services effective in accordance

with the design to achieve the objectives of guidance and counseling services within the time available.

In addition, the results of the questionnaire show that 1 school counselor (10%) cannot fulfill the task of carrying out guidance and counseling services independently, with discipline, and enthusiasm so that students participate actively; 1 teacher of school counselor (10%) can fulfill part of the task of carrying out guidance and counseling services independently, with discipline, and enthusiasm so that students participate actively; and 8 school counselors (80%) can fulfill all of them to implement duty of guidance and counseling services independently, discipline, and enthusiasm so that students participate actively.

Competence in Implementing Internal Collaboration in the Workplace

The description of the competence in implementing internal collaboration in the workplace from the school counselors of Muhammadiyah Vocational High School in the city of Yogyakarta are as follows:

The results show that 5 school counselors (50%) cannot meet to be able to show examples of the use of the results of guidance and counseling services to help students in the learning process they do; 4 school counselors (40%) can partially fulfill to be able to show examples of the use of the results of guidance and counseling services to help students in the learning process they do; and 1 teacher of school counselor (10%) can fulfill all of them to be able to show examples of the use of service results guidance and counseling to help students in the learning process they do.

Other results show that 1 school counselor (10%) cannot fulfill the plan of guidance and counseling services by including related parties in the school; 6 school counselors (60%) can partially fulfill the planning of guidance and counseling services by including related parties in the school; and 3 school counselors (30%) can fulfill all of them to plan guidance and counseling services by including related parties in the school.

The next results show that 1 school counselor (10%) cannot meet the evidence of how to explain the program and the results of guidance and counseling services to related parties in schools; 4 school counselors (40%) can fulfill partially to show evidence of how to explain the program and the results of guidance and counseling services to relevant parties in the school; and 5 school counselors (50%) can fulfill all of them to show evidence of how to explain the guidance program and service outcomes and counseling to related parties at school.

In addition, it shows that 5 school counselors (50%) cannot fulfill evidence of other teachers' requests to help solve

learning problems; 4 school counselors (40%) can partially fulfill to show evidence of requests another teacher to help solve learning problems; and 1 school counselor (10%) can fulfill all of them to show evidence of other teachers' requests to help solve learning problems.

Competence Plays a Role in Guidance and Counseling Professional Organizations and Activities

The description of the competence that plays a role in the organization and activities of the guidance and counseling profession of the school counselors at Muhammadiyah Vocational High School in the city of Yogyakarta are as follows:

The results of the data show that 4 school counselors (40%) are unable to comply with the Code of Ethics for guidance and counseling professional organizations (such as MGBK, ABKIN, or other similar professional organizations); 2 school counselors (20%) can partially fulfill to comply with the Code of Ethics for guidance and counseling professional organizations (such as MGBK, ABKIN, or other similar professional organizations); 4 school counselors (40%) can fulfill all of them to comply with the Code of Ethics for guidance and counseling professional organizations (such as MGBK, ABKIN, or other similar professional organizations).

The results of other data indicate that 3 school counselors (30%) are unable to participate actively in the self-development process through counselor professional organizations; 5 school counselors (50%) can fulfill partially to participate actively in the self-development process through counselor professional organizations; and 2 school counselors (20%) can fulfill all of them to participate actively in the self-development process through counselor professional organizations.

In addition, it shows that 4 school counselors (40%) cannot meet to take advantage of counselor professional organizations to build collaboration in the development of the guidance and counseling program; 5 school counselors (50%) can fulfill part of it to take advantage of the counselor professional organizations to build collaboration in developing guidance and counseling programs; and 1 school counselor (10%) can fulfill all of them to take advantage of the counselor professional organizations to build collaboration in order to develop the guidance and counseling programs.

Competence in Implementing Collaboration between Professions

The description of the competence in implementing inter-professional collaboration from the school counselors of Muhammadiyah Vocational High School in the city of Yogyakarta are as follows:

The results show that 5 school counselors (50%) are unable to fulfill evidence of interaction with other professional organizations; 4 school counselors (40%) can fulfill partially to show evidence of interaction with organizations other professions; and 1 school counselor (10%) can fulfill all of them to show evidence of interaction with other professional organizations.

The results of the data show that 4 school counselors (40%) cannot meet to collaborate with other institutions or professions to achieve the goals of guidance and counseling services; 2 school counselors (20%) can fulfill part of the collaborating with other institutions or professions to achieve the goals of guidance and counseling services; and 4 school counselors (40%) can fulfill all of them to collaborate with other institutions or professions to achieve the goals of guidance and counseling services.

In addition, the results show that 3 school counselors (30%) cannot fulfill other skills to help solve the problems of students as needed; 5 school counselors (50%) can fulfill part of it to take advantage of other skills to help solve students' problems as needed; and 2 school counselors (20%) can fully fulfill them to take advantage of other skills to help solve students' problems as needed.

In addition, it shows that 5 school counselors (50%) are unable to fulfill evidence of interaction with other professional organizations; 4 school counselors (40%) can fulfill partially to show evidence of interaction with other professional organizations; and 1 school counselor (10%) can fulfill all of them to show evidence of interaction with other professional organizations.

Competence in Mastering the Concept and Practice of Assessment (Assessment) to Understand the Condition, Needs, and Problems of the Couselee

The description of the competence in mastering the concept and praxis of assessment (assessment) to understand the conditions, needs, and problems of the counselee from the school counselors at Muhammadiyah Vocational High School in the city of Yogyakarta are as follows:

The results show that 5 school counselors (50%) are unable to develop non-test instruments (interview guides, questionnaires, or other formats) for guidance and counseling services; 4 school counselors (40%) can fulfill partially to develop non-test instruments (interview guides, questionnaires, or other formats) for the purposes of guidance and counseling services; and 1 school counselor (10%) can fulfill all of them to develop non-test instruments (interview guidelines, questionnaire, or other format) for guidance and counseling services.

Next, it shows that 1 school counselor (10%) cannot fulfill the application of non-test instruments to reveal the actual conditions of students related to the environment; 8 school counselors (80%) can meet partly to apply the non-test instrument to reveal the actual condition of the student related to the environment; and 1 school counselor (10%) can fully fulfill the application of the non-test instrument to reveal the actual condition of the student related to the environment.

Other data shows that 1 school counselor (10%) cannot meet the descriptions used in guidance and counseling services according to the needs of students; 8 school counselors (80%) can fulfill partially to describe the assessment used in guidance and counseling services according to the needs of students; and 1 school counselor (10%) can fulfill all of them to describe the assessments used in the guidance and counseling services according to the students' needs.

The questionnaire data shows that 1 school counselor (10%) is unable to choose the type of assessment (Developmental Task Instrument / ITP, Problem Unveiling Tool / AUM, Problem Checklist / DCM, or other non-test instrument) according to the needs of guidance and counseling services; 5 school counselors (50%) can partially fulfill to be able to choose the type of assessment (Developmental Task Instrument / ITP, Problem Unveiling Tool / AUM, Problem Checklist / DCM, or non -Other tests) that are in accordance with the needs of guidance and counseling services; and 4 school counselors (40%) can fulfill all of them to be able to choose the type of assessment (Developmental Task Instrument / ITP, Problem Unveiling Tool / AUM, Problem Checklist / DCM) , or other non-test instruments) that suit the needs of the guidance and counseling services.

In addition, it shows that 1 school counselor (10%) is unable to administer the assessment (planning, implementing, processing data) to reveal the basic abilities and personal tendencies of students; 3 school counselors (30%) can fulfill partially to administer the assessment (plan, implement, process data) to reveal the basic abilities and personal tendencies of students; and 6 school counselors (60%) can fulfill all of them to administer the assessment (plan, implement, process data) to reveal the basic abilities and personal tendencies of students.

In addition, the data shows that 1 school counselor (10%) is unable to administer the assessment (planning, implementing, processing data) to reveal students' problems (personal record data, academic ability, learning evaluation results, and results of psychological test); 5 school counselors (50%) can partially fulfill to be able to administer the assessment (plan, implement, process data) to reveal students' problems (personal record data, academic ability, learning

evaluation results, and psychological test results); and 4 school counselors (40%) can fulfill all of them to be able to administer the assessment (plan, implement, process data) to reveal students' problems (personal record data, academic ability, learning evaluation results, and psychological test results).

The results show that 4 school counselors (40%) cannot fulfill to display professional responsibility in accordance with the principles of guidance and counseling (for example confidentiality, openness, up-to-dateness, etc.) in assessment practice; 2 school counselors (20%) can partially fulfill to be able to display professional responsibilities in accordance with the principles of guidance and counseling (for example confidentiality, openness, up-to-dateness, etc.) in assessment practice; and 4 school counselors (40%) can fulfill all to be able to display professional responsibilities in accordance with the principles of guidance and counseling (for example, confidentiality, openness, up-to-dateness, etc.) in the practice of assessment.

Competence in Mastering the Theoretical Framework and Praxis of Guidance and Counseling

The description of the competency in mastering the theoretical framework and practical guidance and counseling of the school counselors at Muhammadiyah Vocational High School in the city of Yogyakarta are as follows:

The results show that 5 school counselors (50%) were unable to fulfill the nature of the guidance and counseling services (objectives, principles, principles, functions, and foundations); 3 school counselors (30%) fulfill partially to be able to apply the essence of guidance and counseling services (objectives, principles, principles, functions, and foundation); and 2 school counselors (20%) can fulfill all of them to be able to apply the essence of guidance and counseling services (objectives, principles, principles, functions and foundation).

The results of the following data show that 1 school counselor (10%) cannot fulfill the direction of the guidance and counseling profession (role as a counselor); 8 school counselors (80%) can fulfill partially to be able to determine the direction of the guidance and counseling profession (role as a counselor); and 1 school counselor (10%) can fulfill all of it to be able to determine the direction of the guidance and counseling profession (role as a counselor).

In addition, that 1 school counselor (10%) cannot fulfill the basic requirements of guidance and counseling services; 6 school counselors (60%) can fulfill partially to be able to apply the basic requirements of guidance and counseling services; and 3 school counselors (30%) can fulfill all of them to be able to apply the basic requirements of services.

The results of the questionnaire show that 1 school counselor (10%) cannot fulfill the application of guidance and counseling services according to the conditions and demands of the work area; 3 school counselors (30%) can fulfill partially to be able to apply guidance and counseling services according to the conditions and demands of the work area; and 6 school counselors (60%) can fulfill all of them to be able to apply guidance and counseling services according to the conditions and demands of the work area.

Furthermore, the results show that 3 school counselors (30%) are unable to comply with the application of the approach / model / type of service and support activities for guidance and counseling; 3 school counselors (30%) are able to fulfill part of it to be able to apply the approach / model / type of service and activities to support guidance and counseling; and 4 school counselors (40%) can fulfill all of them to be able to apply the approach / model / type of service and activities to support guidance and counseling.

Furthermore, 5 school counselors (50%) cannot fulfill the practice format (guidance and counseling service activities); 4 school counselors (40%) can fulfill partially to be able to apply the practice format (guidance and counseling service activities); and 1 school counselor (10%) can fulfill all of them to be able to apply the practice format (guidance and counseling service activities).

Competence in Designing Guidance and Counseling Programs

The description of the competence in designing guidance and counseling programs from the school counselors of Muhammadiyah Vocational High School in the city of Yogyakarta are as follows:

The results show that 3 school counselors (30%) cannot meet the needs of students; 3 school counselors (30%) can fulfill partially to analyze the needs of students; and 4 school counselors (40%) can meet all the needs to analyze the needs of students.

The next results show that 2 school counselors (20%) are unable to fulfill a program of ongoing guidance and counseling services based on the needs of students in a comprehensive manner with a developmental approach; 7 school counselors (70 %) can fulfill partially to compile a program of ongoing guidance and counseling services based on the needs of students in a comprehensive manner with a developmental approach; and 1 school counselor (10%) can fulfill all of them to compile a guidance and counseling service program sustainable based on the needs of students in a comprehensive manner with a developmental approach.

The results of the data show that 1 school counselor (10%) cannot fulfill the plan for the implementation of the

guidance and counseling service program; 7 school counselors (70%) can partially fulfill the plan for the implementation of the guidance and counseling service program; and 2 school counselors (20%) can fulfill all of them to plan the implementation of the guidance and counseling service program.

Furthermore, the results show that 3 school counselors (30%) cannot meet the planning of facilities and costs for implementing the guidance and counseling service program; 1 school counselor (10%) can fulfill partially to plan the facilities and costs of implementing guidance and counseling service program; and 6 school counselors (60%) can fulfill all of them to plan the facilities and costs of implementing the guidance and counseling service program.

Competence in Implementing a Comprehensive Guidance and Counseling Program

The description of the competence in implementing a comprehensive guidance and counseling program from the school counselors of Muhammadiyah Vocational High School in the city of Yogyakarta are as follows:

The results show that 3 school counselors (30%) cannot fulfill the guidance and counseling service program; 4 school counselors (40%) can fulfill partially to carry out the guidance and counseling service program; and 3 school counselors (30%) can fulfill all of them to carry out the service program.

The results of the following data show that 2 school counselors (20%) cannot fulfill a collaborative approach with related parties in guidance and counseling services; 4 school counselors (40%) can fulfill partially to implement a collaborative approach with related parties in guidance and counseling services; and 4 school counselors (40%) can fulfill all of them to carry out a collaborative approach with related parties in guidance and counseling services.

The results of other data show that 3 school counselors (30%) cannot meet to facilitate academic, career, personal or personal, and social development of students; 3 school counselors (30%) can fulfill partially to facilitate academic, career, personal or personal, and social development of students; and 4 school counselors (40%) can fulfill all of them to facilitate academic, career, personal or personal, and social development of students.

In addition, 4 school counselors (40%) were unable to meet the facilities and costs of the guidance and counseling service program; 5 school counselors (50%) were able to fulfill partially to manage program facilities and costs. guidance and counseling services; and 1 school counselor (10%) can fulfill all of them to manage the facilities and costs of the guidance and counseling service program.

Competence Assesses the Process and Results of Guidance and Counseling Activities

The description of the competency in assessing the process and results of the guidance and counseling activities from the school counselors at Muhammadiyah Vocational High School in the city of Yogyakarta are as follows:

The results show that 1 school counselor (10%) cannot fulfill the process and outcome evaluation of the guidance and counseling service program; 6 school counselors (60%) can fulfill partially to evaluate the process and the results of the guidance and counseling service program; and 3 school counselors (30%) can fulfill all of them to evaluate the process and results of the guidance and counseling service program.

The next results show that 2 school counselors (20%) cannot meet the needs of students in the process of guidance and counseling services; 7 school counselors (70%) can fulfill partially for make adjustments to the needs of students in the process of guidance and counseling services; and 1 school counselor (10%) can fulfill all of them to make adjustments to the needs of students in the guidance and counseling service process.

In addition, that 1 school counselor (10%) could not fulfill to inform the results of the implementation of the evaluation of guidance and counseling services to related parties; 7 school counselors (70%) could fulfill partially to inform the results. implementation of evaluation of guidance and counseling services to related parties; and 2 school counselors (20%) can fulfill all of them to inform the results of the implementation of evaluation of guidance and counseling services to related parties.

The results of the following data show that 1 school counselor (10%) cannot fulfill the results of the evaluation to revise and develop a guidance and counseling service program based on needs analysis; 4 school counselors (40%) can fulfill partially to use the results of the implementation of evaluation to revise and develop guidance and counseling service programs based on a needs analysis; and 5 school counselors (50%) can fulfill all of them to use the results of the evaluation to revise and develop the guidance and counseling service program based on needs analysis.

Competence Has Awareness and Commitment to Professional Ethics

The description of the competence of having awareness and commitment to professional ethics from the school counselor at Muhammadiyah Vocational High School in the city of Yogyakarta are as follows:

The results showed that 2 school counselors (20%) could not fulfill to empower personal strength and professional

counselors; 4 school counselors (40%) can fulfill partially to empower personal strength and professional counselors; and 4 school counselors (40%) can fulfill all of them to empower personal strength and professional counselors.

The results of the following data show that 5 school counselors (50%) cannot meet to minimize the environmental impact and personal limitations of the counselor; 4 school counselors (40%) can partially fulfill to minimize the impact the environment and personal limitations of the counselor; and 1 school counselor (10%) can fulfill all of them to minimize the environmental impact and personal limitations of the counselor.

Other results show that 4 school counselors (40%) are unable to provide guidance and counseling services in accordance to the authority of the counselor professional ethics; 5 school counselors (50%) can fulfill partially to provide guidance and counseling services in accordance with the authority of the counselor professional ethics; and 1 school counselor (10%) can fulfill all of them to provide guidance and counseling services in accordance with the authority of the counselor professional ethics.

Furthermore, it shows that 4 school counselors (40%) cannot meet to maintain objectivity and keep students unsolved with problems; 5 school counselors (50%) can fulfill partially for maintaining objectivity and keeping students unsolved; and 1 school counselor (10%) can fulfill all of them to maintain objectivity and keep students unsolved with problems.

The results of the following data show that 1 school counselor (10%) is unable to provide support services according to the needs of students (for example case handovers, home visits, case conferences, guidance instruments, data sets); 8 school counselors (80%) can fulfill part of it to carry out support services according to the needs of students (for example case handovers, home visits, case conferences, guidance instruments, data sets); and 1 school counselors (10%) are fully able to provide support services according to the needs of students (eg case hand outs, home visits, case conferences, guidance instruments, data sets).

Furthermore, the results show that 1 school counselor (10%) cannot fulfill to respect professional identity and professional development; 4 school counselors (40%) can fulfill partially to respect professional identity and professional development; and 5 school counselors (50%) can fulfill all of them to respect professional identity and professional development.

Furthermore, the results show that 1 school counselor (10%) cannot fulfill the needs of students over the personal interests of the counselor; 4 school counselors (40%) can partially fulfill to prioritize the interests of students over the

personal interests of the counselors; and 5 school counselors (50%) can fulfill all of them to prioritize the interests of students rather than the personal interests of the counselors.

Competence in Mastering Research Concepts and Praxis in Guidance and Counseling

The description of the competence in mastering the concepts and praxis of research in guidance and counseling from the school counselors at SMK Muhammadiyah Vocational High School in the city of Yogyakarta are as follows:

The results showed that 2 school counselors (20%) could not fulfill to describe the types and methods of research in guidance and counseling; 7 school counselors (70%) were able to fulfill partially to describe the types and methods of research in guidance and counseling; and 1 school counselor (10%) can fully fulfill to describe the types and methods of research in guidance and counseling.

The results of the following data show that 2 school counselors (20%) cannot meet the design of research in guidance and counseling; 4 school counselors (40%) can partially fulfill to design research in guidance and counseling; and 4 school counselors (40%) can fulfill all of them to design research in guidance and counseling.

Furthermore, the results show that 2 school counselors (20%) cannot fulfill to carry out research in guidance and counseling; 5 school counselors (50%) can fulfill partially to carry out research in guidance and counseling; and 3 school counselors (30%) can fulfill all of them to carry out research in guidance and counseling.

Furthermore, that 5 school counselors (50%) cannot fulfill to take advantage of research results in guidance and

counseling by accessing relevant journals; 4 school counselors (40%) can fulfill partially to take advantage of the results research in guidance and counseling by accessing relevant journals; and 1 school counselor (10%) can fulfill all of them to take advantage of research results in guidance and counseling by accessing the relevant journal.

Based on the previous description which explains the description of the performance of the school counselors at Muhammadiyah Vocational High School in the city of Yogyakarta, this sub-chapter will describe the total performance score of the school counselors at Muhammadiyah Vocational High School in the city of Yogyakarta as follows:

CONCLUSION

Based on the results of the analysis and discussion in the previous chapter, it can be concluded that the performance of the school counselor of Muhammadiyah Vocational High School in Yogyakarta city which is in the good category is 4 people and the school counselor of Muhammadiyah Vocational High School in Yogyakarta city who has sufficient performance is 6 people.

LIMITATIONS AND FUTURE STUDIES

This research is limited to identifying a description of the performance of Guidance and Counseling teachers at SMK Muhammadiyah Yogyakarta. This research is the basis for the performance of good guidance and counseling teachers, of course, it is reflected in the appearance of academic abilities and professional abilities as a teacher, meaning that they are able to manage teaching in the classroom and educate students outside the classroom as well as possible. As a supervisor, he can assess and monitor the description of the performance of guidance and counseling teachers through the national education ministerial regulation number 35 of 2010 concerning technical guidelines for the implementation of teacher functional positions and their credit scores. By knowing the description of the performance of guidance and counseling teachers, supervisors can monitor in providing services in one year to students.

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Table 1: Total Counseling Guidance Teacher Performance Score Muhammadiyah Vocational High School in Yogyakarta City

No	Respondent		Mentions
	Code	Total Performance Score	
1	A	81	Good
2	B	72	Sufficient
3	C	77	Good
4	D	65	Sufficient
5	E	74	Sufficient
6	F	72	Sufficient
7	G	71	Sufficient
8	H	79	Good
9	I	76	Good
10	J	70	Sufficient

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