





facto quantitative research will examine factors that affect the performance of the teachers and the most dominant factor affecting the performance of teachers. Then proceed with the experiment Development "pretest-posttest with control group design". Variables consisted of independent variables / exogenous consisting of self-management and KDM, development of teaching quality of teachers by principals, Training and development of teachers, culture and school climate and achievement motivation work. The dependent variable / endogenous namely mathematics teacher performance SMP.

Analysis of the data in this study: (1) To analyze the performance level of teachers portrait done by descriptive statistical analysis, performance analysis of the mean point estimate, interval estimation of the mean performance analysis, ANOVA to determine differences in the performance of the component values and differences in teacher performance based on the status of school also test analysis of the differences and teacher performance based graduation sergur were calculated with SPSS version 16.0; (2) To determine the influence of the independent variables and the dependent variable to determine the dominant factors that affect the performance of the teachers used Structural Equation Modeling (SEM) Confirmatory Factor Analysis (CFA) with LISREL 8.8 software. (3) To determine the effectiveness of performance improvement TM CPD CAR and to know the positive impact of teachers, we use statistical t-test with SPSS version 16.0 software.

- 1) The factors that affect the performance of teachers is self-management and KDM, coaching quality of teachers by principals of learning, training and development of teachers, school culture and climate as well as achievement motivation work.
- 2) Estimation of the mean value point on the teacher's performance statistics mean 85.78, the mean interval estimation of teacher performance value in the interval (85.04; 86.52) and the mean value of teacher performance is high. Mean values of personality components is higher than the mean value of the three other components of the pedagogic component, professional and social. There is no difference in the mean values of mathematics teacher's performance in Junior High School in City of Semarang between teachers who graduated with a portfolio and teachers who graduated with PLPG. Mean values of teacher's performance in Junior High School with status RSBI and SSN is higher than values of teacher's performance in Junior High School with status RSSN.
- 3) Relationship model of factors affecting the performance of the teacher demonstrated with models of structural equation;

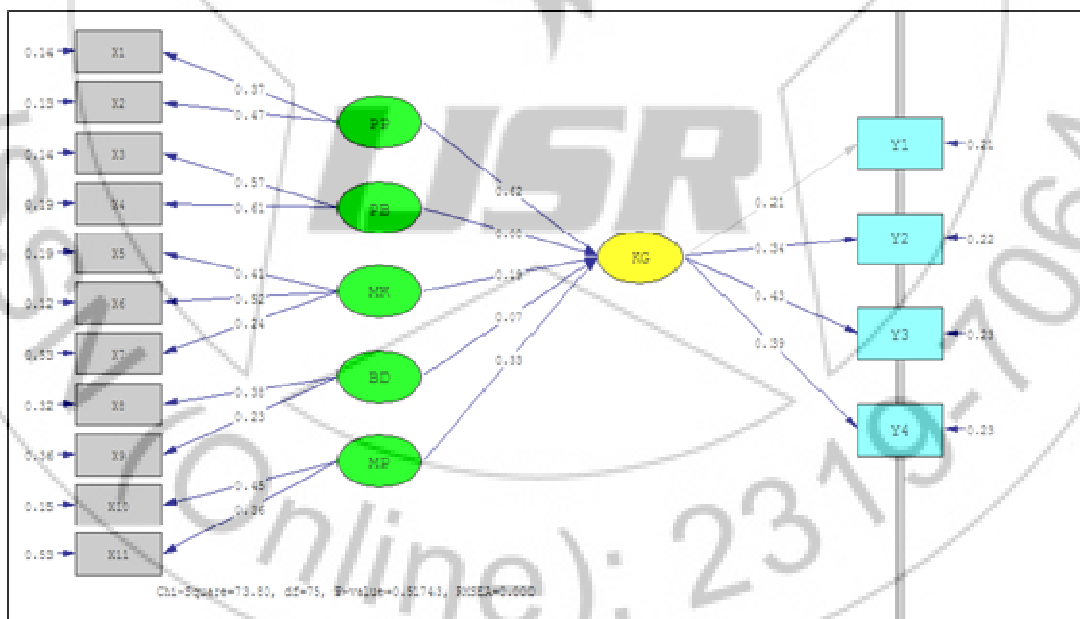
$$KG = 0.62*PP + 0.084*PB + 0.19*MK + 0.066*BD + 0.33*MP,$$

(0.30)	(0.26)	(0.25)	(0.35)	(0.22)
2.07	0.32	0.74	0.19	1.50
Errorvar.= 0.4, R <sup>2</sup> = 0.53 (0.25)				

1.99

Image obtained relationship factors that affect the value of teacher performance;

### 3. Result



Picture 1: Relationship model of factors that affect the performance of teachers

- KG: performance of teachers
- PP : Training and Mentoring
- PB : Quality of teaching
- MK : Work achievement motivation
- BD : School's Culture
- MP : Self Management

The dominant factor affecting the value of the teacher's performance is a factor of training and development. (4) Model TM CPD CAR management can improve the performance of teachers indicated by SOP Academic and Organization (5) Model TM CPD CAR can effectively improve the professionalism of teachers in a sense can improve the performance of teachers and to enhance the knowledge, understanding and skills of CAR teachers; (5) Model TM CPD CAR has positive impact in improving the

student's learning outcomes in Junior High School in City of Semarang.

#### 4. Discussion

- 1) Portrait of teacher's performance with mean value of mathematics post-certified teacher in Junior High School in City of Semarang has a high category. This illustrates that the government efforts to improve the professionalism of teachers sergur in the sense of improving their performance can be achieved.
- 2) The mean value of the components of personality performance higher than other components. This illustrates that the junior high school mathematics teacher in the city of Semarang in terms of acts of worship, became a teacher stability, emotional stability, maturity, wisdom, authority, exemplary attitude, morals, noble, discipline, compensation kesopan, honesty, responsibility, work ethic, ability to innovate and creativity and the ability to accept criticism and suggestions have been very stable.
- 3) Mean values in the junior high school mathematics teacher performance Semarang sergur which pass through the portfolio and through PLPG has no different. This illustrates that the process of passing through both sergur PLPG and portfolio do not make the problems associated with the performance of them;
- 4) Mean value of SSN Junior High School mathematics teacher's performance and RSBI is higher than the mean value of mathematics teacher's performance in RSSN Junior High School. This is probably because the RSSN mathematics teacher was busy concentrating to fix the quality of education in these schools that mostly student input is also much lower than the input SSN and RSBI.
- 5) The factors that affect the performance of self-management and the teacher is teaching the basic skills of teachers, the quality of coaching by the principal teacher of learning, training and development of teachers, school culture and climate as well as achievement motivation and work. Actually there are many other factors that affect the performance of Junior High School mathematics teacher, but because of the limitations in this study things then it just limited to just five factors. Training and development of teachers becomes the dominant factor affecting the performance of teachers, it is because if the teacher continued training and development included not only gain knowledge but also add to the skills needed in the professional development of teachers.
- 6) TM CPD CAR model in theory can improve mathematics teacher's professionalism in Junior High School in the sense it can improve teacher's performance because that training is done continuously and always try to update by giving effort to find critical problems that being faced by teacher in classroom and try to give effort to find the solution in teaching methods, teaching strategies, teaching approaches, media / learning aids, etc to be the best so that student learning outcomes and teacher performance both in the classroom and outside the classroom is the optimum result. TM CPD CAR model in theory can improve mathematics teacher's professionalism in Junior High School because this training is trying hard to achieve the training objectives

efficiently and effectively by performing the steps in the planning function of management training, the training function and function assessment of training programs.

- 7) M CPD CAR management model can effectively improve the performance of teachers and improve the knowledge, understanding and skills of teachers on CAR that supports professionalism, and a positive impact on improving student learning outcomes junior high school mathematics as a model TM CPD CAR is taking steps in the planning function of management training, executive functioning training and assessment functions of mature training programs and considering SOP Academic and Organizational.

#### 5. Conclusion

- 1) Portrait of mathematics post-certified teacher's performance based on competen in Junior High School in City of Semarang is high;
- 2) Component of value against mathematics post-certified teacher's personality in Junior High School in City of Semarang is higher than component value of pegagogic performance, professional and social;
- 3) There is no difference between the mean value of mathematics post-certified teacher's performance based on competence in Junior High School in City of Semarang between graduates through portfolio and graduates through PLPG;
- 4) Mathematics post-certified teacher's performance based on competence in Junior High School in City of Semarang that its status is RSBI and SSN is higher than RSSN status;
- 5) Factors that affect mathematics post-certified teacher's performance based on competen in Junior High School in City of Semarang are self-management and KDM, coaching quality of teacher learning, training and development of teachers, school culture and climate as well as achievement of motivation and work.;
- 6) The most dominant factor affecting the performance of mathematics post-certified teachers based on competence in Junior High School in Semarang is a factor of teacher training and development
- 7) Management model TM CPD CAR by management steps in training planned function, training implementation function, and assessment functions with regard POS training Academic and Organizational SOP will be able to continue to improve the professionalism of teachers.;
- 8) Management model TM CPD CAR by management steps in training planned function, training implementation function, and and assessment functions can improve knowledge, understanding, and skill CAR of mathematics post-certified teachers in Junior High School in City of Semarang. ;
- 9) Management model TM CPD CAR by management steps in training planned function, training implementation function, and and assessment functions can improve mathematics post-certified teacher's performance based on competence in Junior High School in City of Semarang.;
- 10) Management model TM CPD CAR by management steps in training planned function, training implementation function, and and assessment functions

have positive effect in developing the studying result of students in Junior High School in City of Semarang. This research suggestion is if in Indonesia applied the results of this study are continuously implemented CPDCAR training model then the next will allow can improve the professionalism of teachers that affect to improve students' learning outcome.

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