

Self-Management of Raudhatul Athfal (Ra) Teachers Achievers in Yogyakarta Indonesia

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Abstract: This study aims to find out how the teacher achievers, how to develop self-achieving teachers is the key to success, and also how the characteristics and self-resilience of teachers with achievement. Qualitative research methods through research carried out directly to the object requested, to get all the data related to the development, characteristics, and resilience so that they can become role models for other fellow teachers. Data collection techniques using interviews, documentation, and observation.

The results of the study revealed that self-development is the key to successful teacher achievement, his personality represents an abstract concept that can be seen through appearance, interesting ways, speech, actions, and in completing each conversation. Achieving teacher professionalism that is expected to support positively on performance or achievement, will show the quality of productive and competitive example. Everyone needs the help and support needed, both physical, physical, and psychological, this is where the role of self-management is needed to facilitate all these abilities.

Keywords: Self management, development, achievement teachers.

Introduction

The teacher becomes an important factor in developing the quality of education in general and specifically the achievements of students. The teacher is also an important factor in determining the learning outcomes of students. Based on the results of research by John Hattie from the University of Auckland, there are 5 determinants of student learning outcomes, namely the characteristics of students (49%), teachers (30%), school environment, family environment, and peers who each have 7% influence (Chang, MC, 2010, p. 9)

Teachers become one of the assets in managing schools, teachers play an important role because teachers are expected to always behave professionally in their work. Kishore (2011, p. 11) said that: "teacher education is the backbone of education and the system of progressing nation and the teacher educator is the pivot in the system of education. Teacher education is also a teacher". This means that educators are the backbone of the education system for advancing the country and educators as well as the axis of the education system. Educators are teachers who play an important role in advancing the nation through education.

Research in journals also found the characteristics of exemplary teachers and the aspects that caused them in the perception of principals from the Arab sector in Israel, research conducted by Salman Ilaiyan and Rafi` Safadi (2016, pp. 114-130) entitled Characteristics of "Exemplary Teachers" and Possible Factors Affecting Their Realization According to the Perception of Principals from the Arab Sector in Israel, ten principals were interviewed, they considered leading educational initiatives, overcoming disciplinary problems, mastering subject matter, and using various teaching methods to be characteristic of teachers who deserve to be role models. The characteristics associated with professional improvement and ongoing relationships with fellow teachers (coworkers), students, and parents are considered less prominent. This research includes how partners in the learning process (for example, students, superiors, and coworkers) understand the characteristics of exemplary teachers, whose main goal is to examine how principals from the Arab sector in Israel view exemplary characteristics of Arabic teachers.

Vivienne Collinson's (2012, pp. 101-114) research in the international journal "Pedagogies" entitled "Exemplary Teacher: Teaching for Intellectual Freedom", states that intellectual freedom has long been a desired value and aspiration to support a democratic government. Since 1948, it has become a universal human right. Given the unique nature of education in democratic societies, schools function as a platform to help children understand and practice the basics of intellectual freedom. Describes several samples of teachers (N = 81) in junior high schools in the United States This study explains how the teachers helped develop intellectual freedom, they used various disciplines as vehicles, especially utilizing collective investigations to encourage communication and encourage value and a conducive attitude to intellectual freedom.

Fernanda P. Duarte's (2013, p. 10) research entitled "Conception of Good Teaching by Good Teachers: Case Studies from Australian Universities", contributed to the debate about what is good teaching in 21st century higher education, through examining the experiences of five outstanding lecturers from business schools Australian university. Based on qualitative studies that explore their perceptions of what is desired with good

teaching. Resonance with existing research on good teaching practices, the findings show that good teachers tend to embrace constructivist principles, and are committed to facilitating deep, involved, experiential, empowering, reflective, and lifelong learning. Real examples of good teaching practices provided by participants are valuable sources for higher education teachers, especially those who start careers.

Research on the characteristics of Ideal Technical Teachers in the Modern Era carried out by Muhammad Mujtaba Asad and Razali Bin Hassan (2013, pp. 1-6) entitled *The Characteristics of an Ideal Technical Teacher in This Modern Era* in the *International Journal of Humanities Research and Social Science* states that the characteristics of an ideal teacher in the modern era at the same time this advanced plays an important role in making students' personalities and also in improving their academic and non-academic abilities. A good teacher these days has a lot of pressure and responsibility. Teachers who can fulfill their responsibilities are dedicated, creative, have passion and natural training. In the teaching profession, competent teachers have some good quality teaching to be able to carry out their roles well.

Adam Simpson and Eylem Mengi's (2014, pp. 89-99) research on the characteristics of an exemplary English teacher in the *Journal of Teaching English for Specific and Academic Purposes* entitled "The Characteristics of Exemplary Teacher: What are They?" Presents the findings of a study conducted in October, 2011 with students studying English at the School of Languages at Sabanci University (SU) and participants (English teachers, academics, and prospective English teachers) who attended the presentation "What is the Characteristics of a good teacher?" Presented at the 15th INGED International Conference, "Taking it to the Boundary" held in 2011 on October 20 about their characteristics felt by exemplary teachers. The idea of conducting such a study arises when observing the teacher's discomfort about the form of evaluation students complete at the end of each semester. The teacher's perception of effective teaching seems different from students. Therefore, it was decided to prepare various instruments to identify and measure student perceptions of the characteristics of exemplary language teachers and teacher perceptions of the characteristics of exemplary language teachers and compare the results. In view of this purpose, 31 middle-level students 1 and 2 were asked to provide written responses to the form "Explain your perceptions of a good English teacher" to explore the characteristics they found as examples in their language teacher (past and present) Practice teaching Para participants who attended the INGED conference session also submitted the same questions at the beginning of the presentation and asked for written responses. Participants save their responses to the end of the presentation if they want to make changes or additions. It is hoped that the findings in this paper motivate teachers to reflect on their own teaching methodologies and their impact on students' learning processes, and if necessary, make changes to their teaching to promote student competence and language performance.

The characteristics of the study use qualitative types, so something in it becomes a direct source of data, because research is a key instrument of research, the research was by Robert C. Bogdan along with Sari Knopp Biklen as key instruments (Robert C. Bogdan and Sari Knopp Biklen, *Qualitative research for education: an introduction to theories and methods* (Boston: Pearson A & B, 2006), 27-30). The descriptive nature of research prioritizes the form of appearance or expression, leading to a process not on results, so qualitative research focuses more on what and how informants express opinions. Furthermore, this study is presented following the pattern of Michael J. Seth's (2002, p. 67) model which accumulates between theory, method, data, and analysis into a whole that is united in his discussion.

Research Methods

The approach used in analyzing this research is using a qualitative descriptive approach, where research procedures that obtain descriptive data in the form of oral or written words regarding the circumstances, individual traits, and symptoms of a separate group can be observed. As well as a detailed qualitative descriptive analysis approach, which began the first time the data was collected, the analytical approach in this study was a qualitative approach using interactive analysis. The analysis step is carried out sequentially; starting from editing, reducing data, classifying data, and presenting data. Data analysis starts from the first problem, then the second and third as determined by the researcher. Some analysis will be taken by the researcher, because the researcher refers to the analysis of: data reduction, then data presentation, and concludes with conclusions (Matthew B. Miles, A Michael Huberman, 2014, p. 14).

This research aims to find out the development of social capital of madrasah in involving the community in various activities to improve the quality of learning and the development of physical facilities. This type of research is qualitative. The approach used is phenomenology. This approach is used because it gives space to the data as a phenomenon. With this approach, it provides a phenomenon of self-talk and makes the phenomenon as a text that invites the question and then interpreted. The phenomenological approach seeks to break away from all the initial perceptions and assumptions created by the researcher. There are three aspects seen in this approach namely, First unconscious individual. Both the language and the expression that produces various narratives, rules, and conceptualizations on society. third sign and symbol. Signs become objects that have

information and communication in certain contexts, whereas symbols have meant what is behind the mark. with the phenomenology of signs and symbols able to relate, shape and influence individuals when interacting and behaving like A. Schutz (1967: 33-35).

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The researcher deeply interviewed the subjects, namely 5 (five) outstanding RA teachers in Yogyakarta separately according to the domicile area where the outstanding teachers taught, in the teacher's room the researchers asked about self-development, in the form of motivation to participate in regional level achievement teacher representing ambassadors at the district level, and ask various ways of strategies to motivate other teachers to emulate themselves. The location visited by researchers for the first outstanding achievement teacher was the Sleman regency representative, Ibu Sri Ngadiyati at RA Masyithoh Kantongan Merdikorejo Tempel Sleman.

The location of the two researchers came to the second subject representative from Kulon Progo district, namely Estri Ritah Indriwati at RA Masyithoh Janten, Tegalrejo and Temon Kulon Progo. The three researchers came to Tegal Kembang Imogiri Bantul at the residence of Rufiyati Ambarningrum's mother as the third subject who was on maternity leave from RA Ar-Raihan, as an ambassador representing the Bantul district as her ambassador. The four researchers went to the location of RA Masyithoh Kwarasan in Kwarasan Tengah RT 1 RW 2 Kedungkeris Nglipar Gunungkidul interviewed the mother Rina Wahyuni as the five best performing RA teacher (Harapan II) who represented the ambassadors of Gunungkidul district. The five researchers came to RA Baitur Rahmah to interview Anton Ariyadi's brother on Jl. Sawitsari A-15, Condongcatur Depok Sleman. Because there are no ambassadors in the city, there is no representative, so the additional kouta is given to him as an outstanding teacher 4 (hope I).

Discussion

Harold and Cyril O'Dannel's opinions in the Principle of management. He said Management is getting things done through people. In bringing about this coordinating of group activities, the managers plans, organizations, staffs, direct and control activities of other people (Harold and Cyril O'Dannel, 1972, p. 2). Pierce stated that Management is a process of planning, organizing, directing and controlling human, financial, physical, and informational resource organization in the pursuits of organizational goals. (Randall B. Dunham & John L. Pierce, 1989, p. 6)

While Peter calls management as well as tasks, activities, and functions. Apart from the provisions that establish to regulate the elements in planning, organizing, aiming, and monitoring, all of them include things that are very meaningful "Towards tasks, activities, and functions. The perspective of the labels attached to managing, the elements of planning, organizing, directing, and controlling are essential (Peter P. Schoderbek, 1988, p. 8) Donnelly, also explains that Management is a fundamental human activity (James H. Donnelly JR., 1992, p. 1). While Daniel explained the subject of Self Management: "Is the ability to control your emotions and act with honesty and integrity in reliable and adaptable ways." (Daniel Goleman et.al, 2016, p. 7).

Self-management is a process for clients who are direct (William H. Cormier and L. Sherilyn Cormier, 1991, p. 519), Prijosaksono's relevance is revealed that self-management or self-management is the ability of an individual to fully control the existence of oneself as a whole (both spiritually and spiritually, mentally, physically, emotionally, and mindfully), and the reality in his life by using his abilities. Self-management is the implementation of feelings and pressing impulses depending on the harmony of the work center of execution and the emotional center of the brain in the prefrontal lobe. Related to this, O'Keefe and Berger define self-management as completing goals. Self-management is different from self-control as usual, because self-control leads to restraining obstacles or controlling, while self-management is usually doing things such as spontaneously involving self and freedom (Aribowo Prijosaksono, 2003, 46).

The exemplary teacher personality needs to map and categorize what elements exist in the personality competencies of exemplary teachers, which can be used as indicators of example for other teachers. Because of the vastness of the exemplary elements, to narrow the scope of the discussion, it is necessary to do categorization which becomes the behavioral aspects of the exemplary teacher. The discussion of this study has parameters that are the focus of the discussion, namely: 1) respecting students, 2) behaving or behaving in accordance with norms or rules, 3) exemplary behavior, 4) maintaining integrity and honesty, 5) displaying a stable personality and steady, 6) show work ethic and responsibility, and 7) work independently and professionally.

Attempting to analyze these indicators to give rise to the characteristics of exemplary teachers, the author uses Albert Bandura's opinion with "social learning theory" (Albert Bandura was born in Alberta Canada 1925, obtained a DR degree in clinical psychology from the University of Iowa, his thinking was influenced by Miller's thinking and Dollard "Social Learning and Imitation." Dale H. Schunk, 2012, p. 118). In the theory explained that there has been reciprocal interaction between people, behavior, and environment. To realize reciprocal relations in learning, both non-academically and academically, Albert Bandura explained, that there is a relationship between cognitive of a teacher (as teacher competency), with exemplary teacher behavior (exemplary behavior), and environment (normative behavior), so that according to Albert Bandura will be a rewarding relationship between behavior, then cognition and environment.

While in the Republic of Indonesia Government Regulation 2008 number 74 concerning teachers it was decided that teachers were professional educators whose main tasks were educating, teaching, then guiding, directing, then training, evaluating, and evaluating students in child education on formal pathways, for primary and secondary education. (In the Republic of Indonesia Government Regulation concerning Teachers in 2008 Number 74 Article 1 explains that teachers are professional educators with the main task of educating, teaching, guiding directing, training, evaluating, and evaluating students in early childhood education in formal education, basic education, and secondary education).

Alfred North Whitehead argues about education and the factors that influence that education is the acquisition of the latest art of knowledge. The best procedure will depend on a number of factors that cannot be ignored, that is, the genius of the teacher, the intellectual type of the student, their life prospects, the opportunities offered by the school environment and such close allies (1957, p. 17).

Very strategic for an educator when observing the interests of the students. This is in line with what was expressed by Des Griffin that: There is compelling and important evidence about early childhood. Their interest, intrinsically creative, and they respond to encouragement and stimulation (Des Griffin, 2014, p. 286). That is to say, there is convincing and important evidence about early childhood. Young people vary in their interests, are intrinsically creative and they respond to encouragement and stimulation.

The training is beneficial for RA teachers, especially for professional skills, knowledge, and abilities. This is consistent with the statement of Raymond et al. that the goal of training is for employees to master the knowledge, skills, and behaviors emphasized in training and apply them to their day-to-day "(2014, p. 271). There are various forms of training held, both internal training in schools and external training conducted outside the school. Training held in schools and held every week is provided by a mentoring training team or colleagues who attend training outside of school. While training at the beginning or middle of the school year is provided by other institutions. Various forms of training are held, namely in house training, peer teaching, e-learning. This is in accordance with the statement Byars and Rue, several methods can be used to satisfy an organization's training needs and accomplish its objectives. The more common knowledge methods include classroom training, apprenticeship training, and job rotation (2003, pp. 192-194).

Whereas According to Freud, that actual personality consists of 1) The id (Das es) is a biological aspect, this makes the system original in personality so that this aspect makes subjectively the human inner world that does not have a direct connection of human birth to the objective world. 2) Das Ich or the ego is a psychological aspect, this arises because the needs of individuals interact with the real world, and 3) The superego or Das Ueber Ich is a sociological aspect, that aspect of the personality that makes representatives of the ideals of society and values traditional as interpreted by parents of their sons and daughters, including the inclusion of rules, orders and prohibitions (2011, p.21).

Teacher professional development is an important factor for discussion in order to maintain the weight of demands and changes to the teaching profession. The development of teacher professionalism demands management capabilities as well as strategies for their application or mastery of science. Maister expressed his opinion that professionalism was not just about having the technology, science, and management. But professionalism also has the required behavior and has high skills (David H. Maister, 1997, p. 54).

Professional development for teachers to perfect the standards as revealed by Stiles and Horsley that there are four standards of professional development for teachers, namely: (1) The standard for enhancing or developing A profession for teachers is the development of professional science teachers who need learning about science content, used through various perspectives and various methods of inquiry; (2) Standards for improving profession B for teachers, namely the development of science teacher professions that require the integration of science, education, learning, and students, as well as establishing that knowledge into science learning; (3) Standards for improvement in the profession C, namely the development of professions for science teachers requires the formation of abilities and understanding for the learning process in a period of time; (4) The standard for improving profession D for teachers is that all science teacher professional programs are related (coherent) and integrated (1998, pp. 46-49).

W.F. Connell said about professional teachers, namely teachers who have certain abilities that match the conditions set by the teaching profession. The role of the profession is as a supervisor, motivator, person in charge of fostering discipline, manager of class administration, model of exemplary behavior, instructors who constantly seek new ideas and knowledge to improve and supplement their knowledge, mentors and instructors in the learning process, communicator parents guardians with the community, as well as members of professional education organizations (1974, p. 77).

Effective communication is very important for every organization, therefore communicators and organizational leaders need to perfect and understand their communication skills (Jerry W. Koehler, Karl W. E. Anatol, and Ronald L. Applbaum, 1981, p. 84). Outstanding RA teachers in the process of carrying out their duties need to consider good communication and relationships between the teacher and the head or the school leader, between teachers and fellow teachers, students and teachers, and between teachers and other personnel in the school. Communication links and relationships that are commendable influence the interplay of each component in the RA school system.

According to Forsdale that: communication is the process by which systems are established, maintained, and by means of shared signals that operate according to rules "(1981, p. 66). Whereas stated by another expert's opinion that human communication is a process through personal relationships, both in groups, organizations and in society using, sending, and creating information to coordinate other people and their environment (Brent D. Ruben, Lea P. Stewart, 2016, p. 19).

The creation of a positive climate in schools when there is a harmonious relationship between teachers and superiors or principals, between other teachers and other teachers, between teachers and staff or administrative staff, as well as with students. This is consistent with Owens's opinion that there are several organizational climate determinants in the school which consist of: (1) Ecology, where the physical environment of facilities and infrastructure such as buildings, cupboards, chairs, tables, electronic devices, etc. (2) Milieu means social relations, and (3) social systems in the form of: organization, administration, decision making and forms of communication, (4) culture, in the form of: beliefs, values, rules, and ways of thinking of each individual in the organization (1991, p. 73).

Some of the factors that influence the climate of school collaboration are: (1) arrangement of tasks, (2) penalties and rewards imposed, (3) concentration of decisions, (4) encouragement of achievement, (5) encouragement of development and training, (6) risk and security implementation of tasks, (7) personal closeness and openness, (8) organizational form, (9) feedback and recognition, (10) flexibility and ability in creative and flexible interactions in obtaining organizational goals. The realization of a conducive climate in the workplace can be a supporting aspect for the development of performance because in work it becomes a comfort that makes the teacher able to think calmly and be able to concentrate as limited as the tasks carried out (Robert G. Owens, 1991, p. 74).

Whereas Good (1959, p. 67) in his education dictionary defines discipline with: 1) The results or processes of controlling or directing desires, interests or drives to achieve goals and to achieve more perfect behavior. 2) Look for selected activities that are active, resilient, and directed to yourself, even if they face trials and obstacles. 3) Control of direct and absolute actions or behavior with gifts or punishments. 4) Emphasize motivation in painful and unpleasant ways.

According to Salman Ilaian and Rafi` Safadi in determining some key characteristics of exemplary teachers, including 1) mastery of complete subject matter, 2) varied teaching methods, 3) teaching clarity, 4) ability to trigger intellectual enthusiasm among students, 5) articulateness or good at speaking and clever at issuing thoughts clearly, 6) respect for students, 7) attention and sensitivity to students, 8) use of humor, and 9) ability to deal with rare unexpected classroom situations such as behavioral and attention problems. (2016, p. 116)

According to Laurence J. Stott, the task of teachers is to maintain control of students so that exposure can go on the best possible conditions and to embody and uphold basic moral values' (1988, p. 69). From the statement, it can be seen that the teacher's obligation is to maintain control of students (controlling students) in order to create the best conditions for realizing moral values. Because the planting of values in students requires control, this is where the role of the teacher is needed.

Some ways to control students are by displaying good qualities. The appearance of good character states that the teacher is really paying attention to his duties. By paying attention to their duties, the teacher will always strive to improve its quality. According to O.P. Dahama and O.P. Bhatnagar (2005, pp. 158-159), good teachers have the following qualities: 1) True student, a sincere scholar in his subject. 2) Enthusiastic about teaching his subject. 3) Has an interest in his students. 4) Is fair-minded. 5) Has clarity of expression. 6) Is not satisfied with the poor performance. 7) Personable and likable. 8) Alert and perceptive. 9) Has wide experience and broad interest. 10) Encourages and motivates his students.

A person who is strong is needed in order to have good self-management. Douglass (1993, p. 27) describes there are 8 (eight) factors that are fulfilled by individuals if they want to have good self-management, including:

1. Warmth

Individuals who have high warmth will usually be easy to relate to others, adaptable to the social environment, for example, employees are always more easily adapted to themselves in various conditions in the office.

2. Intelligence

Intelligence in question is not only limited to the ability to solve academic problems but also the ability to solve social problems, for example, employees will be able to solve problems experienced in work, creative, and broad-minded.

3. Courage (boldness)

Individuals who have high courage are able to make decisions quickly, although not necessarily the right decision. Other characteristics are energetic and do not like to isolate themselves, for example, employees can decide when it is appropriate and appropriate to enjoy while resting and doing office tasks.

4. Stability or emotional stability (emotional stability)

People with high emotional stability rarely experience anxiety. The concrete form is rarely having an accident in work, and everyday life, for example, employees who can manage themselves and their activities well will not be disturbed by concentration while working, their emotions are not explosive, and patient.

5. Shrewdness

Closely related to intelligence, the characteristics of sharp-minded people are able to overcome the problem and can negotiate, for example, employees can quickly overcome problems that arise due to activities or work, dare to argue, and can create new innovations (Chang, MC, 2010, p 9).

6. Security

Individuals who have a sense of security will not be easily discouraged, and do not like to be alone, for example, employees feel safe at work, and it makes it unhappy to despair facing problems that arise in work, confidence, and able to respect themselves.

7. Discipline

Individuals who have high self-discipline can usually control themselves, for example, employees can control or regulate their time and activities in the office or at home, so that they do not collide with each other, never late for work, and have a daily schedule that they always adhere to.

Conclusion

This Self Development can be carried out with the teacher's collective program or functional training that develops teacher competency and/or profession. Some examples of material that can be improved in teacher achievement self-development programs are: 1) education and work planning programs; 2) curriculum development, improvement of teaching materials and preparation of lesson plans; 3) improvement of teaching methodology; 4) evaluation of the results and learning process of students; 5) the use and development of computer and informatics technology in learning; 6) innovation in the teaching and learning process; 7) development of professional abilities in accepting the demands of the current theory; 8) preparation of scientific publications; 9) improvement of innovative work; 10) competencies to describe work products; and 11) development of other capabilities related to the implementation of other tasks or additional activities that are in accordance with the functions of the madrasa or school.

Characteristic aspects of exemplary teachers stem from the teacher's personal competencies (the following are pedagogical, social, professional, and leadership competencies), respect students, behave that can be exemplary, behave in accordance with the rules, and become examples, maintain integrity and honest, display personality stable and steady, showing responsibility and work ethic, and working independently and professionally, then producing what is called the characteristics of exemplary teachers.

Personal teachers who have strong achievements are needed in order to have good self-management, in the form of warmth, intelligence, courage, stability or emotional stability, the sharpness of mind, security, and discipline.

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