

THE ROLE OF SCHOOL PRINCIPAL AND SCHOOL SUPERVISORS IN IMPROVING TEACHER COMPETENCY IN THE APPLICATION OF LEADING SCIENTIFIC APPROACH IN VOCATIONAL HIGH SCHOOL

JAM

15, 3

Received, June 2017

Revised, August 2017

Accepted, September 2017

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Abstract: The purpose of this study examines the role of School Principal and school supervisors in improving teacher competence. The population in this study are teachers of Vocational High School in Malang City consisting of 20 vocational schools as many as 1488 teachers, with a sample of 94 teachers. The analysis used is multiple regression. The results showed that the role of the school principal and the role of school supervisors has a significant relationship with teacher competence. The Principal of Vocational High School in Malang City, always share the knowledge that has been obtained in the world of teaching to the teachers and improve the quality of leadership especially in supervising to improve the professional competence of teachers and teachers should be more active in following the training activities, so that the training they follow can really be useful and increase their professional competence.

Keywords: school principal's role, school supervisor's role, and teacher competence



Journal of Applied
Management (JAM)
Volume 15 Number 3,
September 2017
Indexed in Google Scholar

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DOI: [http://dx.doi.org/
10.21776/
ub.jam.2017.015.03.04](http://dx.doi.org/10.21776/ub.jam.2017.015.03.04)

Teachers are one of the most decisive components for the implementation of the educational process. The existence of teachers is the main actor as a facilitator of student learning process. Therefore, teachers must have sufficient quality, because the teacher is one of the micro components in the education system that is very strategic and commonly take a role in the process of schooling education (Suyanto and Hisyam, 2000: 27).

Johnson (1974:6), argued that the competence of a teacher is supported by five components. The five components are the teaching subject component, the professional component, the process component, the adjustment component, and the attitude component. The manifestation of the competence of the teacher is a performance component that is a set of behaviors shown by a teacher when giving lessons to learners. Based on what was stated by Johnson (1974: 6), then the actualization of the ability of teachers in carrying out their duties and responsibilities is a reflection of the competence of teachers that greatly affect the success of student learning.

The improvement of teacher competence requires the school principal's role. Sallis (2008: 174) says that an important aspect of leadership in edu-

cation is how to empower teachers and give broad powers to improve the learning process. Besides being a leader, the principal is also a manager. As a manager, the principal must be able to plan, organize, implement, lead, control the efforts of the members of the organization, and empower all organizational resources to achieve organizational goals (Mulyasa, 2008: 103).

The result of an empirical study about the influence of school principal's role on teacher competence that has been done by Hasmayati (2011), shows that there is influence between principal leadership effectiveness and teacher competence of State and Private Vocational High School specialized in business and management in Sumedang Regency. Banani (2017), concluded that there is influence between principal leadership and teacher competence of Vocational High School plus Qurrota A'yun Samarang. The different results shown by Syakir and Pardjono (2015), concluded that the leadership of the principal partially did not have a positive and significant effect on the competence of the Senior High School teachers of Yogyakarta City.

School principal's role and teacher competence require school supervisor's role (supervision). Supervision etymologically derived from the word "super" and "vision" which means seeing and reviewing from above or assessing from the top done by the superior to the activities, creativity, and performance of subordinates (Mulyasa, 2008: 154). Burhanuddin (2006: 285), believes that supervision is aids in developing better teaching learning situations by providing guidance and direction to teachers and other staff to improve the quality of their work in the field of teaching in various aspects. According to Burhanuddin (2005: 114), the dimensions of supervision in education include science, skills, personality, teacher welfare, personal services, and career path. Nergery (1991: 11), also states that supervision includes performance, personality, and professional coaching, thus bringing teachers to an open attitude, skilled, his soul integrates with his duties as an educator.

The result of the empirical study on the influence of the school supervisor's role on teacher competence has been done by Pratiwi (2013), that the

principal's academic supervision has a positive and significant influence on the professional competence of teachers of science study at Junior High School / Islamic junior high school (Madrasah Tsanawiyah) throughout Magelang City. Korma (2012), concludes that there is a significant effect on the implementation of the clinical supervision approach simultaneously to insights into pedagogic competence and the quality of learning management. Based on several studies that have been done before, it can be expected that there is a significant relationship between school principal's role and school supervisor's role with teacher competence. It is, therefore, necessary to conduct a more in-depth review of the relationship between school principal's role and school supervisor's role with teacher competence. As a differentiator of this research with previous researchers is on the object under study, research conducted Hasmayati (2011) at Public and Private Vocational Schools majoring in business and management in Sumedang District. Banani (2017) at Vocational School plus Qurrota A'yun Samarang. Syakir and Pardjono (2015), at the State Junior High School of Yogyakarta. Pratiwi (2013), at Junior High School / Islamic junior high school (Madrasah Tsanawiyah) throughout Magelang City. While this research is done at State Vocational High School in Malang. The existence of different objects studied is expected to increase the study results on school principal's role and school supervisor's role in improving teacher competence.

Theoretical Review

Teacher Competence

According to Mulyasa (2008: 38), competence is defined as knowledge, skills, and abilities controlled by someone who has become a part of himself, so he can perform behaviors that cognitive, affective, and Psychomotor as well as possible. According to The Constitution of the Republic of Indonesia 2005 No 14 about teachers and lecturers, competence is a set of knowledge, skills, and behavior that must be owned, experienced and mastered by teachers and lecturers in performing their professional duties. Suyanto and Asep Jihad (2013: 39), argued that competence is essentially a descrip-

tion of what a person can do in work, and what forms of work that can be seen. To be able to perform a job, a person must have the ability in the form of knowledge, attitudes, and skills relevant to his field of work. Referring to this understanding, the competence of teachers can be interpreted as an about what to do a teacher in carrying out his work, whether in the form of activities, behaviors, and results that can be demonstrated in the learning process.

School Principal's Role

School is a complex and unique institution. Being complex because the school as an organization in it there are various dimensions that are mutually related and determine each other. Is unique in that it shows that the school as an organization has certain characteristics that other organizations do not have. The characteristics that put the school has its own characteristics, where there is the process of teaching and learning, where the implementation of the culture of human life (Wahjosumidjo, 2002: 81). School success is the success of the principal. The principal is a person who is trusted and authorized by many (the subordinates) to bring the school towards the goal to be achieved. The trust given by his subordinates is based on some aspects of the principal and is expected to be a capital to bring about mutual success (Saroni, 2006: 37). The principal is also a leadership position that can not be filled by people without being based on considerations. Anyone who will be appointed headmaster (principal) should be determined through certain procedures (Wahjosumidjo, 2002: 84). As a leader, the principal has a dominant influence in improving the quality of learning outcomes and is the person responsible for the success of the school he leads in achieving the educational goals. William stated, "The leader behavior of school principal is one determinant of the ability of a school to attain its stated educational goals". This opinion illustrates that every principal's behavior as an educational leader is directed towards helping the achievement of educational goals, so the principal is obliged to guide, direct, assign, examine, measure the work of teachers in the school he leads (Mujtahid, 2011: 65).

School Supervisor's Role

Many still do not know and understand the role and function of school supervisors. School supervisors have been largely attributed to principals only, as so far the teacher's assumption of a supervisor coming to school will examine the readiness of teacher teaching tools that will assess the teacher's performance. The main task of school supervisors is to carry out supervision in academic and managerial aspects of the education unit. In accordance with the role of school supervisor by Wiles & Bondi (2007), "The role of the supervisor is to help teachers and other education leaders understand issues and make wise decisions affecting student education." Based on the views of Wiles & Bondi, the role of school supervisors is to help teachers to understand issues and make wise decisions that affect student education. Supervisors assist teachers in carrying out their main tasks and functions and improve student learning achievement, the general role of school supervisor is as an observer, supervisor, evaluator, and successor. Supervision of formal education conducted by the supervisor of the educational unit. In managerial supervision include aspects of management and administration of education units and supervision of academic aspects include the implementation of the learning process. Academic supervision is done to the teacher through the guidance of the learning process, for example making the learning implementation plan, the strategy of implementing the learning, the use of media and learning aids, how to assess student learning progress, and so on. While managerial supervision is done to school principals and school staff through guidance on how to plan school activities, how to arrange school budgets, formulate a vision, mission, school goals, school based management, and others. School supervisors have a significant and strategic role in the process and results of quality education in schools. In this context, the role of school supervisors includes monitoring, supervision, evaluation, reporting, and follow-up of supervisors to be undertaken on a regular and ongoing basis.

The role is related to the main duties of supervisors in supervising managerial and academic as well as fostering the role of coaching, monitoring,

and assessment. The role of school supervisors in coaching is at least as an example to the school and as a coworker in harmony with the school in advancing its target schools. The role according to Getzels in Mantja (2001), "That roles are defined in terms of role expectations-the normative rights and duties that define within limits what a person should or should not do under various circumstances while he is the incumbent a particular role within an institution." From the opinion of Getzels, then the role can be defined in the terminology of expectations of the role of normative truth and set the limits of what obligations should be done and what should not be done someone specifically in an organization. Therefore, every one of us talks about the role of a person in an organization including the school organization, of course, always in the form of normative or ideal roles. In accordance with government regulation, No. 19 of 2005 on article 55 states supervisors of education units include monitoring, supervision, evaluation, reporting and follow-up supervision.

METHOD

Research design

This research is correlation research that is research that analyzes relationship between variable, by using quantitative approach. Ardhana (1987), states that quantitative approaches have characteristics: (a) research data collected from samples derived from predetermined populations, (b) data relating to an opinion, perception or a thing when collected simultaneously in A relatively short period of

time, (c) the data collected is analyzed by various methods, depending on the conclusions to be obtained from the data successfully collected.

This research is explanatory research or explanatory research that explains the causal relationship and hypothesis testing. The meaning of hypothesis testing research or explanatory research is if researchers explain the relationship / causal influence between the variables through hypothesis testing (Singarimbun and Effendi, 1995).

Population and Sample

The population in this study are teachers of Vocational High School in Malang consisting of 20 schools that are as many as 1488 teachers. Singarimbun and Effendi (1995) revealed that the sample size should not be less than 5% of the population. Determination of the number of samples in this study using statistical approach Yamane (1973) in Ferdinand (2006) with a margin of error of 5%. With a population size of 1488 teachers and a degree of inaccuracy of 10% then the sample size in this study is 94 teachers, then sampling is done on each section used a proportional technique, ie everyone in the sampling frame is divided into strata or group (Ferdinand, 2006).

Research Instruments

The research instrument is a research element that tells how to measure a variable that contains an indicator. The variables in this study can be explained as follows:

Table 1 Operational Matrices of Research Variables

No	Variable		Instrument
	Independent	Dependent	
1	school principal's role		<ol style="list-style-type: none"> 1. The nature of educating the principal against subordinates 2. Principal in planning the learning activities at school 3. School principal intensity in curriculum development 4. Principal in motivating teachers and developing competence 5. The role of the principal as an evaluator 6. The role of headmaster in managing activities at school 7. Principal in financial investment (accountability, transparency, and absorption)

The Role Of School Principal and School Supervisors in Improving Teacher Competency

No	Variable		Instrument
	Independ- dent	Dependent	
			8. Principal in managing managerial activities using School Information and Technology 9. Headmasters establish relationships and motivators 10. Headmaster in developing facilities and infrastructure 11. Principal in managing school administration
2	school supervisor's role		1. School supervisors are involved in supervising the design of the curriculum 2. School supervisors are involved in the supervision of the design of syllabus and the subject matter 3. School supervisors are involved in supervising the development of teacher teaching methods? 4. School supervisors are involved in planning the implementation and evaluation of learning outcomes 5. School supervisors actively advise the principal in academic/scientific attitude in solving teacher problems 6. School supervisors actively advise teachers in developing professional, pedagogical, social, and personality competencies 7. School supervisors actively monitor the use of teaching methods for teachers 8. School supervisors actively monitor the planning of meetings periodically 9. School supervisors invite for coordination meetings of academic affairs 10. School supervisors are involved in supervising the preparation of School Budget Income and Expenditure Plan in your school? 11. School supervisors are involved in supervising the development of teachers and staff at your school 12. School supervisors are involved in coaching the principal in a managerial attitude? 13. School supervisors are involved in fostering the attitude of school teachers 14. School supervisors are involved in monitoring of classroom care and improvement of school infrastructure 15. The school supervisor invites the principal to coordinate the academic program
3	teacher competence		1. The ability of teachers to master the material, structure, concepts, and mindset 2. Teachers develop learning materials 3. Teachers develop professionalism 4. The ability of teachers to utilize Information and Communication Technology 5. Teachers implement learning 6. Teachers design and implement learning evaluations 7. Teachers develop learners 8. Teachers are objective and non-discriminatory 9. Teachers communicate effectively and empathically 10. Teachers adapt on duty 11. Teachers communicate with oral and written 12. Teachers have a good and stable personality 13. Teachers have a wise personality 14. Teachers have an authoritative personality 15. Teachers have noble character

Variable Measurement

According to Sugiyono (2008) "Likert scale is used to shave attitudes, opinions, and perceptions of a person or group about social phenomena". With Likert scale, then the variable will be translated into sub variable. In this research, each answer question in the questionnaire scored as follows: 1 = Strongly Disagree; 2 = Disagree; 3 = Simply Agree; 4 = Agree and 5 = Strongly Agree.

Data analysis method

The method of analysis used to see the relationship of independent variables with the dependent variable is multiple regression. Equation model in this research are:

$$Y = b_1X_1 + b_2X_2$$

Information:

- Y = Teacher competence
- B = Standardized Coefficient Beta
- X1 = the role of the principal
- X2 = School supervisor's role

To test the significance of individual relationships, independent variables with t variable are used t value analysis, resulting from multiple regression model. With the significance level $\alpha = 5\%$ and with the degree of freedom (k) and (n-k) where n is the number of observations and k is the independent variable. Then the value of t arith formulated as follows:

$$t_{count} = \frac{\beta_i}{S_e \beta_i}$$

Information:

- β_i = regression coefficient
- $S_e \beta_i$ = Standard error regression coefficient

With the significance level $\alpha = 5\%$, then if $t_{count} > t_{table}$ then Ho is rejected and Ha accepted or if the significance value (Sig.) $T < 5\%$ then Ho rejected and Ha accepted.

To investigate the relationship simultaneously independent variables with the specified variable digunakan F test resulted from multiple regression model. With the significance level $\alpha = 5\%$ and with

the degree of freedom (k) and (n-k-1) where n is the number of observations and k is the independent variable. Then the value of F_{count} is formulated as follows:

$$F_{count} = \frac{R^2 / k}{(1 - R^2) / (n - k)}$$

Information:

- R^2 = R Square
- N = Number of Data
- K = Number of independent variables

With significance level $\alpha = 5\%$, then if $F_{count} > F_{table}$ then Ho is rejected and Ha accepted or if value significance (Sig.) $F < 5\%$ then Ho is rejected and Ha accepted.

Research Results

Multiple regression analysis is used to know about the presence or absence of influence of principal role and role of school supervisor on teacher competence. The following table is the result of calculation from multiple regression tests with Statistical Package for Social Science (SPSS) 20.0 for windows

The complete regression model of the test is as follows:

$$Y = -1.054 + 0.086 X_1 + 0.246 X_2$$

The value of the constant is -1.054. This means that if the principal and school supervisors do not perform their roles properly then the competence of teachers will decrease by 1.054.

The coefficient of principal role of 0.086 and have a positive coefficient value. This has the meaning that the greater the principal in playing his role as principal will increase teacher competence by 8.6%.

The magnitude of the coefficient of the role of school supervisor is 0.246 and has a positive coefficient value. This has the meaning that the greater the school supervisor in acting as a school supervisor will increase the competence of teachers by 24.6%.

Tabel 2 The Results of Multiple Regression Analysis

Research variable	Standardized Coefficients Beta	t	Prob.	explanation
Constants	-1.054			
The role of the principal	0,086	2,116	0.037	Significant
The role of the supervisor	0,246	6,917	0.000	Significant
R	: 0.686			
R Square	: 0.471			
F count	: 40.532			
Prob. F	: 0.000			

The value of multiple correlation coefficients (R) is 0.686. It shows that the relation between school principal role and school supervisor role with teacher competence is 68,6%. This means that the role of principals and the role of school supervisors has a high level of closeness with the competence of teachers.

The value of determination (R²) is 0.471. This shows that the influence of the principal role and the role of school supervisor on teacher competence is 47.1% and the rest 52,9% is influenced by other factors or variables not included in this research model.

Based on table 2, the calculated F score of 40.530 with the significance level of 0.000 is smaller than 5%, this result indicates that the role of principal and supervisory role simultaneously affect the teacher's competence.

The result of the influence of school principal's role on teacher competence has a t value of 2.116 with a significance level of 0.037 less than 5%, this result shows that the role of the principal has a significant effect on teacher competence.

The results of the influence of the role of supervisors on teacher competence have a t value of 6.917 with a significance level of 0.000 smaller than 5%, this result shows that the role of supervisors has a significant effect on teacher competence.

DISCUSSION

The results of descriptive analysis of the role of the principal have an average value of 3.96. These results indicate that the role of the principal perceived well by teachers of State Vocational High

School in Malang. The teacher's perception of the principal's role is implicated in the nature of the principal's educators to subordinates, principals in planning school activities, the principal's intensity in curriculum development, principals in motivating teachers and the development of their competencies, the role of principals as evaluators, Schools in managing activities in schools, principals in financial investment (accountability, transparency, and absorption), principals in managing managerial activities using school information and technology, principals establish relationships and motivators, and principals in developing facilities and infrastructure.

Based on the ten instruments tested, the instrument of the principal's role in motivating teachers and competence development has the greatest average value among other instruments, so it can be explained that the principal in motivating teachers and developing their competencies is the strongest instrument in the role of the principal.

Descriptive analysis of the role of supervisor has an average value of 3.94. These results indicate that the role of school supervisors is perceived by both Vocational High School teachers in Malang. Teacher perceptions of the role of supervisors are implicated in school supervisors involved in the supervision of curriculum design, school supervisors involved in supervision of syllabus design and subject matter, school supervisors involved in supervising the development of teacher teaching methods, school supervisors involved in the planning of implementation and evaluation of learning outcomes , School supervisors who actively advise principals to be academic in solving teacher problems, school su-

pervisors who actively advise teachers in developing professional, pedagogical, social, and personality competencies, school supervisors actively monitor the use of teaching methods of teachers, supervisors who actively monitor Planning of periodical meetings, school supervisors who invite for coordination meetings of academic affairs, the intensity of school supervisors involved in supervising the preparation of School Budget Income and Expenditure Plan in schools, the intensity of school supervisors involved in supervising the The intensity of school supervisors involved in coaching principals in managerial attitudes, the intensity of school supervisors involved in school attitudes, and the intensity of school supervisors involved in monitoring of classroom care and improvement of school infrastructure.

Based on fourteen instruments tested, the instrument of school supervisors involved in the supervision of curriculum design has the greatest average value among other instruments, so it can be explained that the school supervisors involved in the supervision of curriculum design are the strongest instrument forming the supervisory role.

The results of descriptive analysis of teacher competence have an average value of 3.68. These results indicate that the competence of teachers Vocational High School in Malang has been well shown by the ability to master the material, structure, concept and mindset, the ability to develop learning materials, the ability to develop professionalism, ability to use ICT, the ability to carry out the study, the ability to design and carry out the evaluation of learning, the ability to develop learners, ability to be objective, and not discriminatory, the ability to communicate effectively and empathetically and adaptability in the charge, the ability to communicate orally and in writing, the ability to have a personality that is steady and stable, the ability to have a personality wise , Ability to have an authoritative personality and ability to have noble character.

Based on the fifteen instruments tested, the instrument of ability to have a stable and stable personality has the greatest average value among other instruments, so it can be explained that the ability to have a steady and stable personality is the strongest instrument for teacher competence.

Based on the results of an inferential statistical analysis, there is evidence that the role of principals influences teachers' competence. Increased teacher competence can be done with the principal's initiative to foster teacher capacity. Teachers will have professional competence, pedagogic competence, social competence, and personality competence if the principal is able to perform their role well as have the character of educating to subordinate, have ability in planning learning activity at school, have intensity in curriculum development, able to motivate teacher and development Competence, having the role of evaluator, having role in managing activities in school, able to manage or financial investment (accountability, transparency, and absorption), able to manage managerial activity using School Information and Technology, able to build relationship and motivator and can develop facilities and infrastructure.

Based on the ten instruments tested, the instrument of the principal's role in motivating teachers and competence development has the greatest average value among other instruments, so it can be explained that the principal in motivating teachers and developing their competencies is the strongest instrument in the role of the principal. So that teacher will have competence if the principal has a role in motivating and developing teacher competence.

The results of this study reinforce the review conducted by Hasmayati (2011), which has concluded that there is an influence of principal leadership effectiveness on teacher competence in State and Private Vocational High School specialized in business and management of Sumedang Regency. Banani (2017) concluded that there is an influence of principal's leadership on teachers' competence Vocational Senior High School Plus Qurrota A'yun Samarang. The different results shown by Syakir and Pardjono (2015) concluded that the leadership of the principal partially did not have a positive and significant impact on the competence of the Senior High School teachers of Yogyakarta City.

Based on the results of inferential statistical analysis obtained evidence that the role of supervisors influences the competence of teachers. This result can be explained that the improvement of teacher competence due to supervisory role in car-

rying out its supervision such as school supervisors involved in supervision of curriculum design, school supervisors involved in supervision of syllabus design and learning materials, school supervisors involved in supervising the development of teaching methods teachers, school supervisors involved in planning implementation And evaluation of learning outcomes, supervisors actively advise principals to be academic / scientific in solving teacher problems, school supervisors actively advise teachers in developing professional, pedagogical, social, and personality competencies, school supervisors actively monitor the use of teaching methods of teachers, Monitor the planning of meetings periodically, school supervisors invite for coordination meetings of academic affairs, the intensity of school supervisors involved in the supervision of the preparation of School Revenue and Expenditure Budget Plan in the school, intent School supervisors are involved in supervising the development of teachers and staff in schools, the intensity of school supervisors involved in coaching principals in managerial attitudes, the intensity of school supervisors involved in school attitudes and the intensity of school supervisors involved in monitoring of classroom care and improving school infrastructure .

Based on fourteen instruments tested, the instrument of school supervisors involved in the supervision of curriculum design has the greatest average value among other instruments, so it can be explained that the school supervisors involved in the supervision of curriculum design are the strongest instruments forming the supervisory role. So the teacher will have competence if the school supervisor is involved in the supervision of curriculum design.

The results of this study reinforce the previous empirical study conducted by Pratiwi (2013), that the principal academic supervision has a positive and significant influence on the professional competence of teachers in science field of SMP / MTs in Magelang City. Korma (2012), has concluded that there is a significant influence on the implementation of a clinical supervision approach simultaneously to insights into pedagogic competencies and the quality of learning management.

CONCLUSION AND SUGGESTION

Conclusion

The average value of the principal role variable is 3.96. These results indicate that the role variables of the school principal are perceived by the teachers of Vocational High School in Malang and the principal's instrument in motivating and developing the competence of teachers is the strongest instrument in shaping the role of the principal. The average value of the supervisor role variable is 3.94. These results indicate that the role of the supervisory role is better perceived by Vocational High School teachers in Kota Malang and the school supervisory instrument involved in supervision of curriculum design is the strongest instrument to form the supervisory role and the average value of teacher competence variables of 3.68. These results indicate that teacher competence variable is perceived by Vocational High School teachers in Malang City and the ability to have good and stable personality is the strongest instrument for teacher competence.

The role of the principal has a significant relationship with the competence of teachers, meaning that teachers will have competence if the principal has a role in motivating and developing teacher competence. The role of school supervisors has a significant relationship with the competence of teachers, meaning that teachers will have competence if school supervisors are involved in supervising the design of the curriculum.

Suggestion

Education and Culture Office of Malang City is suggested to always encourage and facilitate the improvement of teacher competence, considering the teacher is as an implementer of the education system in order to achieve national education objectives. Head of State Vocational High School in Malang City, to always share the knowledge that has been gained in the world of teaching to the teachers and improves the quality of leadership especially in carrying out supervision to improve the professional competence of teachers. And teachers should be more active in following the training activities, so that the training they follow can really be useful, and increase the professional competence.

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