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Implementation of School Supervisory Academic Supervision as an Effort to Increase Teacher Performance in Junior High School

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Abstract

This study aims to describe the implementation of the academic supervision of school supervisors as an effort to improve teacher performance at SMP Negeri 3 Palopo. To find out the implementation of academic supervision carried out by school supervisors related to teacher performance, to know the supervision model that can improve teacher performance, to know the improvement of teacher performance as the impact of academic supervision at SMP Negeri 3 Palopo. This research is a qualitative research that describes the data according to what is happening in the field. The approach used is managerial. The approach in this management perspective is planning, organizing, implementing, monitoring, and evaluating. Sources of data are primary data and secondary data. Data collection techniques used are observation, interviews, and documentation. Analysis of the data used is data collection, data reduction, data presentation, drawing conclusions. The results showed that the implementation of the supervision of school supervisors in improving teacher performance at SMP Negeri 3 Palopo went through three stages, namely the planning stage, the implementation stage, and the advanced stage. The supervisory model of school supervisors in improving teacher performance at SMP Negeri 3 Palopo uses several supervision models, namely the scientific supervision model, the artistic supervision model, and the clinical supervision model. However, in general, school supervisors use a clinical supervision model to observe the learning process directly. The impact of the implementation of academic supervision by school supervisors has a positive impact on teachers both in terms of learning administration, as well as from the learning process, of course, it is very influential on student learning outcomes and improving teacher performance at SMP Negeri 3 Palopo.

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Introduction

Aim National education is to educate the nation's generation of children and develop a complete human being by Law no. 20 of 2003. To achieve the goals of national education, quality education is needed, human resources (HR), namely teachers. Teachers have a very significant role that is very important to achieve learning objectives, print quality output.

Wrong Efforts to improve the quality of human resources are through the learning process in schools. To improve the quality of educational resources, teachers are a component of human resources that must be fostered and developed continuously. One way to improve teacher performance is through academic supervision. Academic supervision is a series of activities to help teachers develop their ability to manage the learning process for the achievement of learning objectives.

Performance is the result of a person's work both quality and quantity by the responsibilities given. Teachers have an important role in the world of education, so teachers must have good performance. Performance is an important factor in efforts to provide the best service and create good output

Professional teachers have teaching experience, intellectual capacity, morals, faith, piety, discipline, responsibility for broad educational insight, managerial abilities in this case have good management in learning management including planning, organizing, implementing, assessing, evaluating, following up.

From the description above, the researchers are interested in conducting research related to "Implementation of Academic Supervision of School Supervisors as an Effort to Improve Teacher Performance at SMP Negeri 3 Palopo".

The aims of this study are (1) to understand and analyze the implementation of academic supervision carried out by school supervisors related to teacher performance at SMP Negeri 3 Palopo, (2) understand and analyze supervision models that can improve teacher performance at SMP Negeri 3 Palopo, (3) understand and analyze the improvement of teacher performance as a result of academic supervision at SMP Negeri 3 Palopo

The term educational supervision can be explained Supervision is all assistance from school supervisors, which is aimed at developing the leadership of other school personnel teachers in achieving educational goals. Soetjipto & Rafli Kosasi have briefly formulated that supervision is all efforts made by supervisors to assist teachers in improving teaching.

Academic supervision is a series of coaching activities to assist teachers in improving the quality of their teaching which has implications for increasing student learning outcomes so that learning objectives are achieved effectively and efficiently. The purpose of academic supervision is to improve the teaching and learning process to achieve school goals and also achieve national education goals. The main function of educational supervision first, the function of improving the quality of learning is focused on the academic aspects that occur in the classroom when the teacher is providing assistance, guidance, and direction to students. Second, the function of triggering the element is to function as a driving force for change that is focused on the academic aspect. Third, the function of fostering and leading, namely the implementation of academic supervision directed at teachers and administrative staff.

According to Piet A. Sahertian, there are four models of academic supervision, namely the conventional model, the scientific model, the artistic model, and the clinical model. 1) the conventional model is the autocratic and corrective attitude of the leader 2) the artistic supervision model is when the supervisor carrying out the supervision is required to be knowledgeable, skilled, contains an artistic value, 3) the scientific supervision model is a model carried out by the supervisor to collect information or data and assessing teacher performance by using a questionnaire, 4) clinical supervision model which is manifested in the form of face-to-face relationships between supervisors and teachers whose aim is to improve teaching.

Method

The method used in this research is a descriptive method using a qualitative approach. The research location is the place where the researcher takes the data to be studied at SMP Negeri 3 Palopo. Sources of data are subjects who can provide information on research problems, which in this case are 1) school supervisors who received a guided assignment at SMP Negeri 3 Palopo by taking 5 supervisory respondents in mathematics, science, social studies, Indonesian, English, 2) several teachers at SMP Negeri 3 Palopo. Data sources are primary data sources and secondary data sources

In this study, the main research instrument is the researcher himself by conducting observations, interviews, and documentation. The main data collection techniques in qualitative research are natural, namely observation, interviews, and documentation. Observations used in this study are participatory observation and open observation. The interview method is one way to collect data which is done by one-sided questioning, namely the interviewer (interviewer) as the questioner and the interviewee (interviewee) as the answerer.

Analysis of the data used in this study is an inductive analysis. The data obtained were immediately analyzed through data reduction, namely: summarize, choose the main things, focus on the important things, look for themes and patterns, then display the data, in the form of tables, graphs, and pictograms made according to the needs and the type of research approach carried out. Third, drawing conclusions and verification.

Credible test of data or checking the validity of research data/findings, among others: First: observation extension. In the extension of observations to test the credibility of this research data, it will focus on examining the data obtained, whether the data obtained after being checked back in the field is true or not, changed or not. Second, increase persistence. The researcher re-checked by re-reading the interview results. So that the results of the interviews can be used to check the data found are true/trustworthy, in-depth or not, and by the research objectives. To check the validity of the data, in this study three triangulation techniques were developed by Sugiyono, namely: (a) source triangulation; (b) Technical triangulation; and (c) Time triangulation.

Results and Discussion

Implementation of Academic Supervision Conducted by School Supervisors in Improving Teacher Performance at SMP Negeri 3 Palopo

The role of the supervisor is very important for the development of the attitude of teacher's ability because the supervisor is not only useful for improving the quality of teaching teachers, but also for the effectiveness of teaching objectives. The existence of a supervisor is highly expected by teachers to assist and foster teachers towards achieving an increase in teacher competence. An academic supervisor is very important to improve the competence of teachers to be more professional. Supervision activities are required to be carried out regularly and continuously in schools as one of the activities that are seen as positive to improve teacher performance. If the ideal concepts of academic supervision are implemented, it can be expected that the quality of teachers and the quality of education will increase.

In the world of education, the role of the teacher is very important, namely the person who is responsible for educating the lives of students and is responsible for all attitudes, behavior, and actions to foster students to become capable and useful people for the homeland and nation. Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education.

To see and assess and assist teacher performance so that all programmed activities can run effectively and efficiently and by what has been planned, supervision or supervision is needed.

Supervision or supervision of education is nothing but an effort to provide services to educational stakeholders, especially teachers, both individually and as a group to improve the quality of learning processes and outcomes.

As it is known that, one of the duties of school supervisors in Permen No. 15 of 2018 concerning the fulfillment of the workload of teachers, school principals, and supervisors, namely supervisors carrying out teacher performance assessments, carrying out evaluations of the results of implementing supervision programs in targeted schools. The implementation of teacher performance assessment is through academic supervision. The supervision program in schools should be a planned, patterned, and program activity, which aims to change the behavior of teachers, both their mindset and habits in improving the quality and quality of education in the school.

One of the activities in academic supervision is teacher development, which has the following objectives:

1. Academic supervision is carried out to help teachers develop their professional abilities in understanding academics, classroom life, developing teaching skills, and using their abilities through certain techniques.
2. Academic supervision is held with a view to monitoring teaching and learning activities in schools. This monitoring activity can be done through supervisor visits to classes while the teacher is teaching, private conversations with the teacher, his colleagues, or with some of his students.
3. Academic supervision is held to encourage teachers to apply their abilities in carrying out their teaching tasks, encourage teachers to develop their abilities, and encourage teachers to have serious attention to their duties and responsibilities.

In general, the academic supervision process is to improve the ability of teachers to plan learning activities, create learning activities, create a pleasant learning environment, and utilize learning resources and media in the school environment.

As it is known that, one of the supervisor's duties is to carry out academic supervision which is useful for helping teachers in developing the ability of learning managers. Preferably, the academic supervision program in schools should be a planned, patterned, and program activity, which aims to change the behavior of teachers both in their mindset and habits in improving the quality and quality of education in the school. In general, the objectives of supervisory academic supervision can be classified as;

1. Guiding teachers to be able to choose to use strategies/methods/techniques that can develop various existing potentials
2. Guiding teachers in carrying out guidance learning activities in the classroom
3. Guiding teachers in managing, caring for and developing, and using learning facilities in the form of media or other aids to make them more focused and skilled
4. Motivating teachers to carry out detailed and directed learning by their competencies to improve the quality of the learning process
5. Helping teachers in developing teacher competencies to improve the quality of learning
6. Helping junior teachers develop curriculum syllabus and lesson plans

Based on the results collected in the field, it can be stated objectively that the supervisor's task is to carry out academic supervision which includes the following activities:

1. Planning Stage

Planning is a thought process carefully and systematically to make decisions about activities to be carried out in the future towards the desired goals. Each supervisor, either as a group or

individually, is required to prepare a supervisory program plan consisting of an annual program, a semester program, an academic supervision plan (RKA), and a managerial supervision plan (RKM).

In the academic supervision plan, the supervised aspects, supervision objectives, indicators of success, supervision techniques, activity scenarios, required resources, assessment instruments, and follow-up plans are listed, so that when carrying out the supervision process, they already know what to do, and what aspects should be assessed from the teacher when it comes down to the field. The annual monitoring program is prepared by the supervisory group through programmed discussions. The semester supervision program is the operational technical planning of activities carried out by each supervision in each educational unit it fosters.

The academic supervision plan (RKA) and the managerial supervisory plan (RKM) are a more detailed and systematic description of the semester program according to aspects/problems or priorities that must be supervised immediately.

Annual programs, semester programs, RKA, and RKM at least contain the following aspects: problems, objectives, indicators, success, strategies, and work methods (supervision techniques, activity scenarios, required resources, assessment, and supervision instruments).

Based on the documentation, research observations, interviews with school supervisors, the authors conclude that the initial stage in the implementation of academic supervision is the planning stage, namely the supervisor prepares a supervisory program plan consisting of annual programs, semester programs, academic supervision plans (RKA) and managerial supervision plans. (RKM).

Based on interviews conducted by researchers in the field that the preparation of supervision programs made is an annual program and a semester program by taking into account the expected targets. The annual monitoring program is prepared by the supervisory group through programmed discussions. The semester supervision program is the operational technical planning of activities carried out by each supervision in each educational unit it fosters. With the work program, supervision activities are by clear targets. To find out more about the activities carried out by supervisors made in the semester program related to academic supervision, here are the forms of supervisory activities, there are three aspects of activities, namely:

- a. Develop supervision program
- b. Teacher coaching and guidance
- c. Teacher monitoring and assessment.

The form of supervisory activity is made, in the semester program which is carried out for one semester in carrying out academic supervision.

2. The implementation stages are: pre-observation, observation, and post-observation

a. Pre observation

The success of teachers in teaching is largely determined by several factors and teachers are required to be able to prepare everything for the teaching process to achieve much better results. Determine the obligation for teachers to be able to make learning tools before learning activities take place. Teachers are required to be able to prepare learning tools properly by the curriculum used. As a supervisor, he is in charge of correcting the learning tools that have been made by the teacher and guiding the teacher in making learning tools using group technical supervision.

In the implementation of supervision, several things must be done, namely the determination of objectives, implementation time, and making a supervision schedule. Supervision of learning planning is carried out with individual or individual techniques, namely by holding private conversations between supervisors and teachers. The learning supervision technique is carried out to examine and assess the lesson plans made by the teacher by

examining and assessing the plans made and ending by providing solutions to the obstacles encountered.

The results of interviews with school supervisors of 5 subjects at SMPN 3 Palopo and several subject teachers at the pre-observation stage are by the results of the observations of researchers who saw that there had been a mature plan carried out by school supervisors at SMPN 3 Palopo before the implementation of supervision was seen with the scheduling made by supervisors and learning planning is still limited to the examination of learning devices. In addition to socializing and agreeing on a schedule to determine the competency standards (SK) and Basic Competency (KD) to be supervised, after there is an agreement on the schedule, the teacher is asked to fill out a pre-observation format that must be filled in, and provide a Learning Implementation Plan (RPP) that will be used in when supervised. The supervisor in this case the school supervisor reviews the Learning Implementation Plan (RPP) that has been given by the teacher to be supervised. And provide a few notes on the weaknesses of the constituents to be used as a basic reference in the implementation of the next stage of the process, namely observation.

b. Observation

By the agreed schedule, supervision activities are carried out. In this stage, the supervisor observes and assesses the basic points that are used at a later stage. The stages of observation carried out at this class observation stage include the following:

- 1) Preliminary learning begins by expressing greetings and prayers before learning begins, then the teacher takes the attendance of students and conveys learning objectives and other things that are still classified as preliminary categories.
- 2) This activity conveys the information that will be studied. In this stage, many aspects must be observed such as class mastery, the use of methods and approaches, and also the suitability of the teaching material with the achievement of the material that has been determined. The suitability of the lesson plans with the implementation of learning in the classroom.
- 3) Closing activity by concluding the material that has been conveyed.

c. Post observation

After the observations were made, it was followed by a brief reflection activity with the teacher on what had been done at the observation stage. The questions asked to relate to the feelings/impressions of the supervised teacher after carrying out the learning process observed by the supervisor. Then the supervisor gives praise for the things that have been well done by the teacher during the learning process. Besides also strengthening the things that are not by what was done during the implementation of observations in class. This point of reinforcement or input is very necessary to be conveyed to the supervised teacher, where this reference or note will be corrected again by the teacher.

In the second stage of the school supervisor's academic supervision program, the implementation stage of observing the learning process takes the form of class visits because when researchers go to the field during the pandemic so that the teaching and learning process is in the form of online. In this stage, the supervisor carries out individual technical supervision. This is to get the desired supervision results so that the supervisor can find out the problems experienced by the teacher to be used as material or guidance material.

From the results of observations carried out by researchers in the second stage, regarding the implementation stage of the supervisor, Lukman said that in supervising the implementation of the supervisor, in this case, observing the learning process and participating

in the teaching and learning process through the link shared by the previous teacher to see the process firsthand. , the steps start from preliminary, core, and closing activities that were previously carried out in class, the suitability between lesson plans and teaching materials. Supervisors are very responsive and emphasize the implementation of the MLS (Media Learning System) learning process, namely by utilizing IT in the teaching and learning process and encouraging teachers to always be creative and innovative in using learning media.

In addition, it records the implementation of learning in the format of a supervision instrument for various aspects that have been conveyed to the teacher in the first stage. In this case, the supervisor observes the learning process so that the supervisor can directly assess the teacher's performance in the online learning process (via online) and note the aspects that are emphasized in the supervision. First, the supervisor checks the completeness of teaching tools such as annual programs, semester programs, journals, attendance lists, other reference books. If the device is complete, then assess the teaching format by filling out the supervision assessment instrument that has been provided, including conducting an assessment of the use of media and the use of IT technology in the teaching and learning process.

3. Follow-up Stage

After the school supervisor discontinues the supervision of the school, the school supervisor will provide follow-up to the teacher based on the results of the supervision that has been carried out. This follow-up is carried out so that there is a change in teacher understanding and a change in teacher understanding and also to improve teacher performance at SMPN 3 Palopo.

Based on the results of observations made by researchers related to the follow-up stage. The supervisor calls the teacher to the teacher's room to discuss the results of observations made related to the development of teaching materials, the suitability of teaching materials with students, providing solutions to existing problems both related to learning media, learning methods, obstacles encountered during the learning process via online. In addition, the form of follow-up carried out after learning supervision, which is a lot of discussions with teachers related to learning media and learning innovations that can be used in the online learning process during this pandemic, such as WhatsApp media, google classroom, X-recorder, TIKTOK media, Zoom, Google Meet. However, it must be considered that the use of media that is easily accessible to students and the use of less data because greatly affect the effectiveness of the teaching and learning process. In addition, providing input to the teacher so that the material is made simpler again is certainly different when the face-to-face learning process and online learning are recommended. Besides that, it is recommended to make worksheets for students so that learning is more focused and more interesting, and even simpler. If in the implementation of supervision after being given input but the problem cannot be overcome, the teacher concerned is followed up by providing guidance, services, and direction to the problems encountered related to the learning process in the classroom, preparation of learning so that there are better chances in learning, but if there has not been a significant improvement or change the teacher concerned will be included in scientific activities, such as MGMP, workshops, training and seminars and others. This is done to improve the knowledge and skills of teachers.

A Supervision Model That Can Improve Teacher Performance at SMP Negeri 3 Palopo

The supervisor has a dual role as a supervisor, as a supervisor, and acts as a provider of assistance and coaching the teaching profession on the one hand, and as an assessor of teacher teaching performance. To carry out academic supervision effectively, conceptual, interpersonal, and technical skills are needed, skills in fostering an atmosphere of healthy interpersonal relationships, which breed mutual trust. This view provides an understanding that to achieve

success in carrying out the duties as a supervisor, adequate capabilities are needed in assisting in teacher professional development, as well as in assessing teaching activities. The ability to communicate between supervisors with teachers and among supervisors, as well as other skills related to the main task of supervision. On, Based on that basis, it is a must for supervisors to obtain adequate education and training regarding supervision, so that they are better able to carry out the task of coaching teachers. Therefore, every school supervisor must have and master the concept of academic supervision which includes: understanding, function objectives, principles, and the substantial dimensions of academic supervision.

Academic supervision carried out by school supervisors includes the following:

1. Understand the concepts, principles, basic theories, characteristics and development trends of each field of creative, innovative learning development, problem solving, critical thinking and entrepreneurial initiative.
2. Guiding teachers in compiling the syllabus for each field of development in schools or subjects in schools based on content standards, competency standards and basic competencies, and the principles of KTSP development.
3. Guiding teachers in selecting and using strategies/methods/learning techniques/guidance that can develop students' potential.
4. Guiding teachers in carrying out learning/guidance activities to develop student potential.
5. Guiding teachers in managing, caring for, developing, and using educational media and learning facilities.
6. Motivate teachers to utilize information technology for learning.

The core competence of academic supervision is to foster teachers in improving the quality of the learning process. The target of academic supervision is the teacher in carrying out the learning process, which consists of the main material in the learning process, compiling the syllabus, and the Learning Implementation Plan (RPP), the selection of learning strategies/methods/techniques, the use of media and information technology in learning, assessing learning processes and outcomes. Therefore, this material is expected to provide insight to school supervisors in improving the competence of academic supervision which includes: (1) Understanding the concept of academic supervision (2) making plans for academic supervision programs (3) applying academic supervision techniques, (4) applying supervision of class actions, (5) carry out follow-up academic supervision.

Based on the results of interviews, it was found that the implementation of supervision at first had some less receptive teachers, this was because there were obstacles faced by teachers. However, after being given direction by the school supervisor, slowly they were able to accept the implementation of supervision. In the implementation of supervision, there are four models of educational supervision commonly used by school supervisors in carrying out their duties, namely conventional (traditional) supervision, artistic supervision, scientific supervision, and clinical supervision.

The results of interviews with school supervisors indicate that in implementing supervision in the field, school supervisors use several supervision models, namely artistic supervision, scientific supervision, clinical supervision. The implementation of some of these supervision models depends on the condition of the teacher in the school (conditional). However, in general, the academic supervision model by school supervisors uses a clinical supervision model that is systematic, organized, continuous, standardized instruments from the Ministry of National Education, and procedural and directly supervises learning to teachers.

In line with Baso Aslamin's statement, he said that: school supervisors carry out direct supervision of teachers related to the online learning process. The school supervisor provides a

schedule for each teacher to be supervised related to the administration of learning and supervision of the learning process.

Table 1. Supervision models and their characteristics

No	Model	Features	Supervisor
1	Conventional (traditional)	<ul style="list-style-type: none"> - inspection - Sometimes spying - Corrective 	Supervisor
2	Artistic	<ul style="list-style-type: none"> - need attention to listen more than talk - demands to pay more attention to the process of class life 	Supervisor
3	Scientific	<ul style="list-style-type: none"> - implemented in a planned and continuous - systematically and using certain procedures and techniques - using data collection instruments - there is objective data obtained from real errors 	Supervisor
4	Clinical	<ul style="list-style-type: none"> - the supervisor's guidance to the teacher is a help, not order or instruction - agreement between teacher and supervisor on what to study and the most important types of skills (teacher-supervisor discussion) - the instrument is developed and mutually agreed upon between the teacher and the supervisor - the teacher makes preparations with aspects of the weaknesses that will be corrected. If you need to practice outside of school 	Supervisor

Each supervision model has characteristics, therefore the use of a supervision model in the implementation of supervisory duties must be compatible with the target to be supervised (compatible) so that the implementation of supervision can take place effectively and efficiently and some are not by the target conditions (incompatible) so that the implementation of supervision does not go as expected. Thus, the skill of choosing a supervision model is very important for supervisors so that supervisory activities can run as expected.

Teacher Performance Improvement as Impact of Academic Supervision at SMP Negeri 3 Palopo

The role of the supervisor in this case the school supervisor is very significant in education to improve teacher performance. There are three duties and responsibilities as a supervisor, namely; 1) identify teaching problems; 2) act as a resource person; 3) have skills in communicating with school principals, teachers, and school staff. Duties and responsibilities are very important because supervisors are the spearhead in ensuring the quality of education. Even though teachers have been trained on the new curriculum and its development, it is possible that in the field they will experience difficulties and challenges. How important are the duties and responsibilities of supervisors, because supervisors are expected to provide input, About teacher performance, supervisors as supervisors are teachers' partners, in solving teaching problems in the classroom so that their performance and professionalism in planning, implementing, evaluating learning processes and outcomes can be increased. Academic supervision carried out by school supervisors has an influence and has a positive impact on improving teacher performance both

from learning administration, especially in learning process activities, and there are very significant changes to change teacher performance for the better.

Conclusion

The implementation of the supervision of school supervisors in improving teacher performance at SMP Negeri 3 Palopo is through three stages, namely the planning stage, the implementation stage, and the follow-up stage. In the first stage of planning, the supervisor prepares a Supervision Program Plan. The second stage is the implementation consisting of pre-observation, observation, and post-observation. Pre-observation was carried out with guidance related to learning administration. The next observation is the implementation of learning supervision. Post-assessment observation. The third stage, namely follow-up supervisors provide reinforcement

The supervisory model of school supervisors in improving teacher performance at SMP Negeri 3 Palopo is to use several models in conducting academic supervision, namely the conventional model, scientific supervision, artistic supervision model, and clinical supervision model. However, in general, school supervisors use a clinical supervision model that is preceded by instructional administration guidance, then the implementation of learning supervision according to the schedule.

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