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Teacher supervision as a policy implementation of school heads in improving teacher performance at MTSN 1 and SMPN 1 Tulungagung

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Abstract. Teacher is one of the most important aspects of the learning process. This important role requires teachers to continue to improve their performance in order to be able to provide the best learning. The various policies taken by the principal are expected to be able to improve the teacher performance. The six competencies of school principals, the supervisory competence must also be mastered by the principal. Teacher supervision is a process of guidance carried out by the principal of teachers and other school personnel who are responsible for the learning process so that students can learn effectively and increase learning achievement. This study uses a qualitative approach, a type of case study with a multicase design. The results showed that teacher supervision as the implementation of the principal's policy by providing administrative supervision and direct supervision, involving teachers in seminars, workshops or scientific discussions related to improving the quality of learning and forming a special supervision team to assist the principal's duties.

Keywords. Teacher Supervision, Policy Implementation, Teacher Performance

A. Introduction

One of the government's efforts to improve the quality of education is the empowerment of resources in educational institutions. All resources must be utilized in such a way. Teachers need to be moved towards a positive, exciting and productive work atmosphere. However, the teacher is an input that has a very big influence on the learning process. Likewise, physical arrangement and administration or management need to be fostered so that discipline and high learning enthusiasm for students. The principal must improve his competence. The role expectations from school principals that, principals are expected to show behaviors different from those in the past, but studies on the roles of school principals reported that the changes in such roles take place mostly in areas such as establishment of authority, responsibility, improvement of teaching curriculum and implementations, financial issues, personnel evaluation, establishing policies regarding the school and participation in decision-making. School principals should participate in in-service training programs in order to improve their supervisory capabilities. It may also be recommended that they take graduate level academic training on education management and supervision. School principals should be educational leaders to be able to perform their supervision duties effectively (Arslan Bayram, 2016: 123).

The government's program by issuing law number 20 of 2003 concerning the national education system (SISDIKNAS). in carrying out reforms in the life of the nation and state in the field of education. The substance of the law on the National Education System can be seen from its vision, namely the realization of the education system as a strong and authoritative social institution to empower all Indonesian citizens to develop into qualified human beings so that they are able to proactively respond to the challenges of the times. As with research in the United Arab Emirates, School principals play an imperative role in supporting the school, staff, and student performance, and therefore it is extremely important to create a clear, transparent and effective hiring policies in order to hire the most competent, effective and best performing school principals to lead the educational reform process in the United Arab Emirates. (Fatima AlShehhi, Khadeegha Alzouebi, 2020: 74)

The new policies required principals to implement rigorous observation and scoring procedures, which would feed into a state-level teacher effectiveness calculation system. Given the central role of teacher evaluation in principals' supervisory responsibilities (and the way that role became embedded in the context of emerging conflicts over the new policy) the researchers began to question how principals were balancing their own local supervisory beliefs and approaches with the new state-level requirements and systematized teacher rating mechanisms. (John Wilson Campbell and Mary Lynne Derrington, 2019:49) The level of performance of teachers in an educational institution greatly determines the quality of education in that institution.

On the other hand, the level of performance of teachers is also influenced by the leadership of the principal. The arrangement or management of school principals to subordinates will affect the performance of teachers which in the next stage will have an impact on the quality of education produced. The new policies required principals to implement rigorous observation and scoring procedures, which would feed into a state-level teacher effectiveness of the calculation system. Given the central role of teacher evaluation in principals' supervisory responsibilities (and the way that role became embedded in the context of emerging conflicts over the new policy) the researchers began to question how principals were balancing their own local supervisory beliefs and approaches with the new state-level requirements and systematized teacher rating mechanisms. (John Wilson Campbell and Mary Lynne Derrington, 2019: 49)

Nazaruddin Rahman also stated that the teacher is an educational component that plays a central role in the teaching and learning process. In this regard, Mochtar Buchori stated that those who can improve the situation of education are ultimately returning to the teachers who work in the field daily (Nazarudin Rahman, 2007: 161). Effective and efficient teacher performance will produce strong human resources, namely graduates who are efficient and effective in accordance with the expectations of society.

The findings of the study revealed that politics; inadequate funds, poor planning and bureaucratic red-tape syndrome constitute challenges to the implementation of UBE policy in Nigeria. Based on the findings, it was recommended that successive government should consolidate on the existing policy plans for sustainability as well as strengthen the (PRS) units of both universal basic education board (UBEB) and ministry of education (MOE) (Aja S. N., et all, 2018: 87)

Based on data reported by the Center for Data and Statistics on Education and Culture in 2016, it is known that the results of the analysis based on the HR indicator show that the number of school principals and teachers who are fit to teach is 84.82%. This provides information that there are still 15.18% of school principals and teachers who are not fit to teach. Meanwhile, teacher performance based on the results of the study shows that teacher

performance is low with a value of 76.43 (Kemdikud, 2016: 102). The challenges of policy implementation in Nigeria show that, The findings of the study revealed that politics; inadequate funds, poor planning and bureaucratic red-tape syndrome constitute challenges to the implementation of UBE policy in Nigeria. Based on the findings, it was recommended that successive government should consolidate on the existing policy plans for sustainability as well as strengthen the (PRS) units of both universal basic education board (UBEB) and ministry of education (MOE) (Aja SN, et al, 2018: 87)

E Mulyasa explained that in fact, not a few of them (teachers) encountered several obstacles in themselves which caused the implementation of the teaching and learning process to be less than optimal. In daily educational practice, there are still many teachers who make mistakes in carrying out their duties and functions. These mistakes are often not realized by the teachers, in fact, many of them still consider it normal and normal (E. Mulyasa, 2005: 67). Professional teachers are required to master the required competencies.

In accordance with the Government Regulation Law. No. 14 of 2005, Article 8 says about the competence of a teacher. There are four basic competencies that must be possessed by a teacher, including: a). Personality Competencies, b). Pedagogic Competence, c). Professional Competence, and d). Social Competence. While professional competence is the ability to master the learning material broadly and deeply which enables it to guide students to meet competency standards. Teacher professional competence is a competency that describes special abilities that are conscious and directed towards certain goals. Social competence is the ability to communicate effectively with students, fellow educators / other education personnel, parents / guardians of students and the surrounding community (E. Mulyasa, 2005: 403).

Answering what was conveyed above, the role of a leader in an educational institution is very important. The leader must be a reliable captain who is able to direct and guide all available resources in order to reach the final destination point. If you are able to carry out the task properly, you can be sure that the vision and mission and the desired goals will definitely be achieved.

Nanang Fattah explained that a policy is an implicit or explicit specification of a set of objectives for actions to be followed or to be followed related to the introduction of an important problem or problem and directions to achieve the desired goal. Policy is also a state or position that is developed to respond to problems or conflicts and is directed to achieve certain goals (Nanang Fattah, 2013: 135).

One of the principal's duties is as a supervisor. Therefore, as a supervisor is to supervise the work done by teacher professionalism. Supervision is the development and improvement of teaching and learning situations which in turn affect student development. The improvement of teaching and learning situations aims to: a) create, improve, and maintain class organization so that students can develop their interests, talents and abilities optimally, b) select the right learning facilities for the problems and classroom situations, c) coordinate the willingness of students to achieve goals education, d) improve student morale.

In carrying out its function as a supervisor, the principal must be able to master his duties and carry out his duties properly. He is responsible for all school activities, regulates the teaching and learning process, regulates matters relating to students, personnel, facilities and infrastructure needed in learning , administration, finance and managing relationships with the community (Herabudin, 2009: 210).

The functions of the principal as a supervisor are as follows: a) Generating and stimulating teachers and school employees in carrying out their respective duties as well as possible. b) Trying to organize and complete school supplies including instructional media necessary for the smooth and successful teaching and learning process. c) Together with

teachers to develop, seek, and use teaching methods that are more in line with the demands of the current curriculum. d) Fostering good and harmonious cooperation between teachers and other school employees. e) Trying to improve the quality and knowledge of teachers and school staff, among others by holding group discussions, providing a school library, and / or sending them to attend seminars, upgrades, in accordance with their respective fields. f) Fostering cooperative relationships between schools and the School Committee and other agencies in order to improve the quality of education (Ngalim Purwanto, 2004: 119).

Sahertian also explained that a supervisor in education can act as: (a) a coordinator; (b) Consultants; (c) Group leader; (d) Evaluator (Piet. A. Sah Understanding, 2000: 25). Meanwhile, according to Made Pidarta, the supervisor's responsibilities are as follows: a) Organizing and fostering teachers, including motivating teachers, building harmonious relationships with teachers, developing the teaching profession, providing facilities and opportunities for teachers to improve their performance. b) Maintain and develop the curriculum, which is related to the learning process by teachers including how to create conducive learning, develop learning programs, materials and learning aids with teachers, and assess education and its results. c) Increasing curriculum support activities, namely conducting research with teachers and assessing holding public relations (Made Pidarta, 2009: 18).

Meanwhile, the role of supervisors in their book Hendayat and Wasty is to provide support, assist, and shearing. In addition, the role of a supervisor is to create an atmosphere in such a way that teachers feel safe and free in developing their potential and creative power with full responsibility. Such an atmosphere can only occur if the leadership of the supervisor is democratic, not autocratic. Most teachers seem paralyzed without initiative and creative power because supervisors put their interactions to death (Hendyat Soetopo and Wasty Soemanto, 1988: 125). In this case supervision functions to improve teacher quality, We conclude that e-supervision has the potential to improve the quality of the student teacher experience and the teacher education program (Thomas H. Paulsen & Denise A. Schmidt-Crawford, 2017: 116)

The explanation above explains that the principal as a supervisor is obliged to coordinate all school activities and school administration by connecting all organizational personnel with the tasks carried out so that there is unity, harmony, and produces the right policies and decisions. Syaiful Sagala further explained that the principles of educational supervision and the factors that influence the principles of educational supervision include scientific, which means that they are systematically implemented in an organized, continuous, orderly, objective, democratic, cooperative, using tools, constructive and creative manner (Syaiful Sagala, 2006 : 236).

What is meant by supervision is the activity of observing, guiding, and stimulating the activities of others. Whereas in education supervision is an effort to stimulate, coordinate and guide teachers, managers and other school staff, both individually and in groups. According to Leo M Chumbelian and Leslie W Kindred, two American Education experts in Abdul Rachman Shaleh, education supervision is part of administration which includes developing curriculum, preparing teachers, and improving the teaching and learning process. Education Supervision is the source of all efforts of school officers in leading teachers and other officers in improving learning including stimulating, selecting teacher growth and development and revising educational goals, learning materials, teaching methods and learning evaluation (Abdul Rachman Shaleh , 2005: 303). From the explanation above, it shows that supervision is an effort to improve education through improvement or curriculum development in an effort to prepare for the teaching and learning process. Supervision is used as an effort to improve learning.

Meanwhile, according to Sah Understanding, education supervision has the following principles: a) Scientific Principles. b) Democratic Principles c) Cooperation Principles, d)

Constructive and creative principles (Piet. A. Sah Understanding, 2000: 20). The findings in the field sometimes show different things. Findings indicated participants understood the concept of formative supervision but were less clear when defining teacher evaluation. Specifically, aspiring principals used many terms associated with supervision as a role of principals when evaluating teachers. Participants' primary concerns with completing supervision and evaluation requirements during their first administrative job included having adequate time to be an instructional leader, and being able to deliver constructive feedback to low performing teachers to influence and improve instructional practice quickly (Bret G Range, et al. , 2014: 1).

The purpose of supervision is in order to help improve and improve school management so that the best possible conditions for teaching and learning activities are achieved. In detail, the goals of educational supervision are as follows: a) Helping teachers understand the goals of education and the role of schools in achieving these goals. This is necessary because it relates to what they have to give to students and how to give it b) Helping teachers to clearly understand the problems and needs of students both in school and in the community and in guiding student learning experiences c) Helping teachers in arousing skills active student learning d) Provide guidance to teachers in using teaching aids, methods and learning experience resources e) Provide direction in classroom administration arrangement and provide student abilities from the results of the teacher's work itself f) Stimulate a good spirit of cooperation in carrying out the goals of education as a charity (worship) g) Directing teachers so that time and tasks are devoted to school development (Abdul Rachman Shaleh, 2005: 304-305).

If the matters above are considered and really carried out by the supervisor, it can be expected that each school will gradually progress and develop as a tool that truly meets the requirements to achieve educational goals.

B. Research method

The method in writing this journal is the field research. Researchers directly examined the data sources in the field, namely the principal. This research is carried out naturally because the object under study is an object that runs as it is without any manipulation by the researcher and the position of the researcher does not affect the existence and dynamics of the object of research. In collecting the data, the writer used in-depth interviews, documentation and participant observation.

C. Results and discussion

Supervision is an activity of fostering and helping growth so that everyone experiences personal and professional improvement. According to Sahunderstanding, supervision is an effort to provide services to teachers both individually and in groups in an effort to improve learning with the aim of providing services and assistance to develop teaching and learning situations conducted by teachers in the classroom (Piet A. Sah Understanding, 2000: 127). Supervision or control as a form of policy carried out by the principal. However, the implementation of supervise also faced challenges from teachers, Supervisors mostly resorted to their position power and reward power seldom using their expert power which seems to have led to resistance on the part of the teachers (Hessam Agheshteh, Saeed Mehrpour, 2021: 87).

This statement in line with the Merilee S Grindle theory. In the end, decentralization control minimizes problems from policy implementation caused by conflicts. Reduction of control raises three possible causes for low implementation: high costs of isolating information on decision makers and conflict goals (Merilee S1 Grindle, 2017: 78). This shows that the principal must implement a policy in the form of teacher supervision as a form of control over

the work done by the teacher. This is to improve teacher performance. From the findings in the field, there are several points made by the principal in supervising teachers, namely:

First: Giving administrative supervision and direct supervision, administrative supervision is given to teachers by requiring teachers to collect learning tools at the beginning of the semester. Meanwhile, direct supervision is carried out by conducting class visits. Administrative supervision carried out by the principal by requiring teachers to collect learning tools, is in line with what Made Pidarta said, that one of the supervisors' responsibilities is to maintain and develop the curriculum, which is related to the learning process by teachers including how to create conducive learning, develop learning programs, materials and learning aids with teachers, and assessing education and its results (Made Pidarta, 2009: 18). The results show that participants suggest different supervisory actors in different dimensions of teacher supervision. Generally, the school principal, vice-principal, head of the department and student preferences have come to the fore. Teachers, administrators and supervisors suggest different supervisory actors (Burcu Altun, Pinar Yengin Sarpkaya, 2020:284)

Meanwhile, in the directive approach, the supervisor directs activities for learning improvement, sets standard devices for improvement, uses learning tools, and various encouragement needed to improve learning. In this approach, the responsibility seems entirely to the supervisor, while the teacher's responsibility is low. Thus this approach assumes that supervisors know many things. Results show that participants suggest different supervisory actors in different dimensions of teacher supervision. Generally, the school principal, vice-principal, head of the department and student preferences have come to the fore. Teachers, administrators and supervisors suggest different supervisory actors (Burcu Altun, Pinar Yengin Sarpkaya, 2020: 284).

This directive approach is based on an understanding of behavioristic psychology. The principle of behaviorism is that all actions originate from reflexes, namely responses to stimuli / stimuli. Because teachers have deficiencies, it is necessary to provide stimulation so that they can react better. Supervisors can use reinforcement or punishment. The result shows that there is a significant influence between the dimensions of knowledge and the technical skills with the teachers' attitude towards supervision while the dimensions of interpersonal skills do not have a significant influence on teachers' attitudes regulation (Hareesol Khun-inkee et al, 2018: 1335). Supervision with a directive approach is an approach based on the belief that teaching consists of technical skills with standards and competencies that have been set for all teachers, so that their teaching performance is more effective.

The directive approach is a way of approaching problems that are direct. Supervisors provide direct directions, of course the influence of supervisor behavior is more dominant (W. Mantja, 2010: 104). As for what is meant by a directive approach according to Sri Banun Muslim is a way of approaching problems that are direct. Supervisors provide direct directions, with the aim that teachers who are experiencing problems need to be given direct stimulation so that they can react. This approach is more appropriate for teachers who are ignorant or not qualified (Sri Banun Muslim, 2010: 46.)

Through the above roles, a supervisor is able to generate and maintain the enthusiasm of the teacher's work to achieve better work performance. Teachers are encouraged to practice new ideas that are considered good for improving the learning process, collaborate with teachers (individually or in groups) to bring about the desired changes, stimulate the birth of new ideas, and provide stimuli that allow reform efforts to be carried out as well. all right.

Second: involve teachers in seminars, workshops or scientific discussions related to improving the quality of learning. This finding is in accordance with the theory put forward by Goetsch and Davis, "training can be provided in-house: through corporate-owned education and

training facilities; in conjunction with colleges, universities, and professional organizations; or via satellite downlinks. " An organization can provide training internally or known as *in-house training*. *In-house training* can be carried out in one's own place in collaboration with universities, professional institutions that provide education and training services or through distance learning (Goetsch, D.L. & Davis, S. 2010: 262).

Robert L. Mathis¹ and John H. Jackson, explain "training is the process whereby people acquire capabilities to perform jobs". Training is a process in which a person gains the ability to do or complete tasks well (Robert L. Mathis and John H. Jackson, 2011: 250). According to Lloyd L. Byars¹ and Leslie W. Rue, "training is a learning process that involves the acquisition of knowledge, skills and abilities (KAS) necessary to successfully perform a job". Training is learning that involves the abilities to gain knowledge, skills, and abilities with the aim of making the implementation of a job a success (Lloyd L. Byars and Leslie W. Rue, 2008: 10). In addition to training to improve teacher competence, training is also an effort in teacher career development.

The researcher recommends the workshop model be considered as a viable option for secondary English classrooms. In addition, the researcher saw improvements once students became familiar with the structure of RWW and recommends students become exposed to the model in elementary and middle school. Their familiarity with the process could increase its effectiveness at the secondary level (Stephanie Nagl, 2020:15)

Sahertian explained that one of the coaching that the principal can do for teachers is a workshop. Workshop can be defined as a place where people can learn something by finding problems that hinder the smooth running of a job and finding ways to solve certain problems (Piet. A. Sah Understanding, 2000: 103). The researcher recommends the workshop model be considered as a viable option for secondary English classrooms. In addition, the researcher saw improvements once students became familiar with the structure of RWW and recommends students become exposed to the model in elementary and middle school. Their familiarity with the process could increase its effectiveness at the secondary level (Stephanie Nagl, 2020: 15).

In line with what was explained by Sahunderstanding, Arikunto also explained that one of the coaching or development of employees that can be carried out to advance and improve the quality of personnel in the school environment, both educational and administrative staff, is through workshops, seminars, work meetings, symposia and so on (Suharsimi Arikunto, 2008: 231).

If viewed from the perspective of career development, the above explanation is in accordance with the explanation given by Hasibuan that formal career development is an employee who is assigned by his organization to attend education and training, whether carried out internally in the organization or carried out by educational or training institutions (Malayu SP Hasibuan, 2011: 72-73). The same thing was also stated by Danang Sunyoto that employee career development can be done in two ways, namely: 1) training methods, for example: a) continuing studies or employee education both domestically and abroad, b) providing training both within the organization and at home. outside the organization, c) providing training while working (on the job training), 2) non-training methods, for example: a) giving rewards to employees, b) giving employee sanctions, c) promoting employees to higher positions, d) rotating employees to other positions that are equivalent to their original positions (Danang Suyoto, 2012: 184).

Third: Forming a special supervision team to assist the principal's duties. In carrying out academic supervision, the principal forms a supervision team consisting of waka and several subject coordinator teachers. This is in line with the role of the principal as a supervisor. By forming a team, the principal has carried out his role as coordinator and group leader. This

shows that the supervision team must be able to work together. Overall, this study points toward the importance of teachers and principals working together to provide engaging instruction to drive increased student achievement while implementing school reform and improvement efforts (Ian M. Mette, et al, 2015: 16).

D. Conclusion

Teacher supervision as the implementation of the principal's policies in improving teacher performance is carried out by providing administrative supervision and direct supervision, involving teachers in seminars, workshops or scientific discussions related to improving the quality of learning and forming a special supervision team to assist the principal's duties.

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