

THE INFLUENCE OF PRINCIPAL SUPERVISION AND TEACHER PEDAGOGIC COMPETENCY TOWARDS TEACHER PERFORMANCE

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Abstract

The purpose of this research is to know the influence of principal supervision and pedagogic competence toward the performance of state junior high school (SMPN) teacher in Pringgabaya sub-district, East Lombok regency. The research used quantitative approach of survey type involving 35 samples according to Slovin formulation which then determined by cluster sampling. Data were collected using questionnaires in the form of Likert scale which then analyzed quantitatively (statistical test). The results of this research showed that: (1) There is Influence of school principal supervision toward the performance of teachers SMPN Pringgabaya Sub-district; (2) There is influence of pedagogic competence toward performance of teacher SMPN Pringgabaya Subdistrict; and (3) There is influence of principal supervision and pedagogic competence simultaneously toward the performance of teachers SMPN Pringgabaya Subdistrict.

Keywords: Principal, Supervision, Pedagogical Competencies, Teachers' Performance

INTRODUCTION

Education is one of the key to increase the human resource in Indonesia. Therefore, teacher profession become very determine in education world as spearhead because teachers as builder of human resource which has good quality. The government as the regulator that has important role in education world obliged to create qualified teacher.

A teacher is one of the main factors that determine the success of the education process. Therefore, teachers must have good quality in order to achieve national education goals. Law Number 14 of 2005 concerning Teachers and Lecturers states that a qualified teacher must have the following requirements: (1) academic qualifications, (2) competence, (3) education certificates, (4) physical and spiritual health, and (5) ability to realize national education goals.

The Minister of Administrative Reform and Regulation No. 16 of 2009 concerning the Functional Position of Teachers and their Credit Figures Article 5 Paragraph 1 explains that the main task of the Teacher is to educate, teach, guide, direct, train, assess, and evaluate students in early childhood education. Formal education, basic education and secondary education as well as additional tasks relevant to the function of schools / madrasas.

In addition, the Minister of Administrative Reform and Regulation No. 16 of 2009 Article 6 states that the teacher's obligations in carrying out tasks are: 1) planning learning / guidance, implementing quality learning / guidance, evaluating and evaluating learning / guidance results, and implementing learning / repair and enrichment; 2) Improve and develop academic qualifications and competencies on an ongoing basis in line with the development of science, technology and art; 3) Act objectively and non-discriminatively on consideration of gender, religion, ethnicity, race, and certain physical conditions, family background, and socio-economic status of students in learning; 4) Upholding the laws and regulations, the law and the code of ethics of teachers, as well as religious and ethical values; and e. Maintaining and fostering national unity and unity.

The main characteristic of its success in forming qualified and superior teachers in other words, professionals in their fields is the realization of quality education. We can see the operations in the Business Core national education system, namely teaching and learning activities. Thus, the teaching performance of teachers in schools will greatly determine the realization of quality national education.

However, to date, teacher teaching performance in Indonesia has not yet reached a satisfactory level even though various government programs have rolled out. This can be seen from the data of Bappenas (Muslim, 2013) which states that the results of a survey conducted by UNESCO for the quality of teacher performance in Indonesia are at level 14 of 14 developing

countries. This shows that the teaching performance of teachers in Indonesia is still not in accordance with the aspirations. In other words, some teachers in our country have not optimally implemented their teaching performance as expected

This is in accordance with the fact that based on the Teacher Competency Test Results (UKG), which was held in November 2015 online by the Ministry of National Education through the Director General of Teachers and Education Personnel (GTK) generally, it can be said to be low of 140 teachers of State Junior High Schools Pringgabaya sub-district had only 6.43% of teachers who received grades above 80, 47.86% of teachers scored between 56-79, and 45.71% of teachers less than 56. This means that there were 93.57% of teachers in state junior high schools Pringgabaya whose pedagogical competence needs to be improved.

Indrafachrudi (2000: 52) divides the factors that influence performance into two categories: internal factors and external factors. Internal factors are factors that come from within a person that can affect a person's performance in carrying out their work, among others; motivation and interest, talent, character, nature, age, gender, education, competence and experience, while external factors are factors that come from outside a person who can affect their performance, among others; physical environment, facilities and infrastructure, rewards, atmosphere, policies and administrative systems. Furthermore, Fauza (2010) explained that the factors that influence teacher performance are teacher education levels, supervision of school principals, competence, upgrading programs, conducive climate, facilities and infrastructure, physical and mental conditions of teachers, principals' leadership style, welfare guarantees, and the principal's managerial abilities.

There are many factors that can influence the teaching performance of teachers in schools are teacher supervision and pedagogic competence. According to Engkoswara and Komariah (2011: 229) "supervision can mean supervision carried out by people who are experts / professionals in their fields so as to provide improvement and improvement / guidance so that learning can be carried out properly and of quality". While the competence according to Charles (in Mulyasa, 2011: 25) suggests that: competency as rational performance which satisfactorily meets the objective for a desired condition

Supervision of school principals is very important to improve and increase teacher teaching performance. A school principal must truly understand and carry out the supervision function correctly and appropriately in the school he leads. The education supervision function according to Engkoswara and Komariah (2011: 229-230) consists of (1) research function, (2) assessment function, (3) improvement function, and (4) development function.

Daryanto (Herabudin, 2009: 199) explains that the principles of supervision are as follows: (1) supervision of education is an integrated part of the education program. This

supervision treats humans as whole human beings, both as individuals, social, or god-created creatures, (2) the purpose of supervision of education is to improve the quality of education in schools in order to achieve national education goals; (3) the implementation of education supervision should be carried out in consultation, mutual respect, willing to accept the opinions of others and dare to express their own opinions; (4) education supervision should pay attention to the well-being of education personnel which includes the fulfillment of individual and social needs; (5) education supervision should be carried out by people who have received education and training in the field of supervision.

Ametembun (Adpen's Lecturer Team, 2010: 301) explains that the objectives of education supervision are as follows: (1) fostering principals and teachers to better understand the true purpose of education and the role of the school in achieving that goal; (2) enlarge the ability of principals and teachers to prepare their students to become effective members of society; (3) Helping principals and teachers to make a critical diagnosis of their activities and learning and teaching difficulties, and helping them plan improvements; (4) increase awareness of principals and teachers and other school residents of democratic and cooperative work procedures, and increase willingness to help; (5) increasing the ambitions of teachers to improve the quality of their services to the fullest in the field of their profession (expertise) to increase "achievement motives"; (6) assisting school leaders to popularize schools for the community in developing educational programs; (7) assisting principals and teachers to be able to evaluate their activities in the context of students' development activity objectives, and; (8) developing esprit de corps, teachers, namely the feeling of unity and collegiality between teachers.

Engkoswara and Komariah (2011: 229-230) explain that the education supervision function is as follows: (1) research function (Research); that the supervisor does not work on prejudice, but takes the right procedure such as first formulating the problem faced by personnel, collecting data to obtain valid information about a problem related to the problem, processing data, drawing conclusions, as material for making decisions about a problem. (2) Evaluation function; Conclusions of research results are used as evaluation material whether the research object has strengths, weaknesses, and find the right solution to decide a problem. (3) Function of Improvement; if the results of the study indicate there are shortcomings that must be addressed immediately, then the supervisor takes strategic and operational steps as an effort to make improvements. (4) Development function; two conditions faced by supervisors are deficiencies and achievements of personnel. The drawbacks are made improvements and the achievements shown by the teacher need to get recognition and development.

Engkoswara and Komariah (2011: 229-230) explain that some techniques that can be used by education supervisors include: (1) school visits are useful to find out the situation and condition of the school quantitatively and qualitatively; (2) Class visits or class observations are useful to get a picture of teaching and learning activities in the classroom; (3) visits between classes / schools (intervisitation); The supervisor facilitates teachers to visit each other between classes or between schools. The goal is that teachers know the experience of other teachers or other schools that are more effective in improving and improving learning; (4) private meetings (individual conferences); after conducting classroom observations, supervisors conduct personal meetings in the form of conversation, dialogue, or brainstorming about observation findings; (5) teacher meetings; when the supervisor finds some of the same problems faced by almost all teachers, it is very ineffective if individual talks are held, it can be discussed at the teacher's meeting; (6) professional bulletin publishing; supervisors can be the initiators of making supervision bulletins as a vehicle for supervisors and teachers develop their profession with written media; (7) upgrading; upgrading by supervisors or other parties to develop teacher professionalism must be utilized and followed up by supervisors as an effort to provide professional services.

The supervision indicators carried out by principals such as: (1) planning supervision, (2) formulating supervision objectives, (3) formulating supervision procedures, (4) preparing observation formats, (5) negotiating and collaborating with teachers, (6) observing teachers teaching, (7) concluding the results of supervision, (8) confirming supervision for the need to take follow-up steps.

In addition to the supervision of the principal, the factor that can influence teacher performance is the level of teacher's pedagogic competence that can be realized through teaching performance in accordance with his education unit and the subjects he has learned. Teaching is a difficult task because it demands a high level of pedagogical competence from a teacher. In the process of high competency learning will affect the academic achievement of students, which in turn improves the quality of schools. According to Government Regulation Number 74 of 2008 concerning Teachers it is stated that pedagogic competence is the ability of the Teacher in the management of student learning. Sudarmayanti (2002), said competence is the basic ability and quality of performance needed to do a good job. The indicators of pedagogic competence include 1) understanding of students, 2) design and implementation of learning, 3) evaluation of learning and 4) development of students to communicate various potentials.

The explanation above is certainly interesting to study and research more in relation to the teaching performance of teachers in the field which has been the concern of various parties,

which in reality has not been directly proportional to what is expected. The principal supervision factor and the teacher's pedagogic competence are two interesting factors to be studied more deeply, related to teacher's teaching performance. Therefore, researchers are very interested in conducting research as outlined in the title: "The Influence of School Principal Supervision and Teacher's Pedagogic Competence on Teacher Teaching Performance in Public Middle Schools in Pringgabaya District, East Lombok District"

In Webster New School and Office Dictionary (Suharsaputra, 2010: 144) "performance is a translation of the word" performance "(job performance). Etymologically, the performance comes from the word "to perform" which means showing or implementing. Furthermore Suharsaputra (2010: 145) proposed a definition of performance, namely "a work ability or work performance shown by an employee to obtain optimal work results". Supardi (2013: 47) explains that "performance is the work that has been achieved by someone in an organization to achieve goals based on standardization or size and time adjusted to the type of work and in accordance with established norms and ethics".

According to Sa'ud (2011: 50) a teacher in the teaching and learning process must have at least four abilities, namely (1) the ability to plan the teaching and learning process, (2) carry out and lead / manage the teaching and learning process, (3) assess the progress of the process teaching and learning; and (4) mastering learning material. Meanwhile Mulyasa (2013: 103) states that "teacher performance in learning is related to the teacher's ability to plan, implement, and assess learning, both related to the process and the results". In this study, the teacher's teaching performance indicators consist of: 1). Learning Planning; 2) Learning Implementation; 3) Evaluation of Investigations, and 4) Self-development.

The formulation of the problem in this study are 1) are there any influence of the supervision of the principal on the performance of the teacher of Public Middle School in Pringgabaya Sub district?, 2) Is there any influence of the teacher's pedagogic competence on the performance of teachers of public junior high schools in Pringgabaya sub-district ?, and 3) Are there any influence of the supervision of the principal and the pedagogic competence of the teachers together on the performance of teachers of state junior high schools in Pringgabaya sub-district?

METHODOLOGY

This research was carried out in the Public Middle School of Pringgabaya District, East Lombok Regency, and West Nusa Tenggara Province. This study uses an ex post facto (non-experimental) approach with correlational design. The population in this study were all teachers of state junior high schools in the sub-district of Pringgabaya both civil servants and non-civil

servants with a total of 140 people. While the sample in the study amounted to 35 people with purposive sampling technique. The characteristics of the study population based on preliminary studies are: (1) the teacher at the State Junior High School in Pringgabaya sub-district is still active teaching, (3) work experience in the Public Middle School in Pringgabaya sub-district for at least 1 year. It is assumed that the teacher in question has felt the working conditions in the State Middle School in Pringgabaya district so that they are able to provide an objective assessment.

Test the validity of the instrument is done by expert validation and empirical validation. Empirical validation of the instrument was tried out to respondents in Public Middle Schools in Aikmel District which were not included in the same population (taken 20 people). This validity test calculation uses Statistical Package for the Social Science (SPSS) and Microsoft Office Excel. After r count was obtained, then compared with r_{table} with a 95% confidence level or $\alpha = 0.05$. If the $r_{table} < r$ counts then the question item is declared valid, and if $r_{table} > r$ count then the item is declared invalid. Instrument reliability was analyzed using the Cronbach Alpha formula (Cronbach alpha coefficient).

Data analysis used in this research is descriptive analysis and regression analysis, both simple regression and multiple regression analysis. Descriptive analysis was used to describe the principal's supervision, teacher's pedagogical competence, and teacher performance. While regression analysis is used to determine whether there is an influence of independent variables on the dependent variable. To find out the effect, first tested assumptions such as normality test, autocorrelation test, homogeneity test, and multicollinearity test. Then test the hypothesis using multiple linear regression test or t test to determine the effect of partially between the supervision of the principal, and the teacher's pedagogic competence as an independent variable on the performance of teachers. Pedagogic on teacher performance

RESULTS AND DISCUSSION

The supervision variable of the principal was revealed by the instrument as many as 11 instrument items with five alternative answers, obtained the supervision variable score. The principal had a theoretical range of 11 to 55, and the range of empirical scores was Between 44 to 55. From the results of descriptive statistics obtained an average score (M) = 49.60 standard deviation (SD) = 2.77, median (ME) = 50.00 and mode (Mo) = 49.00, lowest value = 44 and highest value = 55. Frequency distribution of school principal supervision scores as much as 22.85% of respondents in the low category, 51.42% in the medium category, and 25.71% in the high category.

Variables of pedagogic competence were revealed by instruments of 14 questions with five alternative answers. The score of the pedagogic competence variable has a theoretical range of 25 to 125, and the empirical score ranges from 80 to 100. The results of descriptive statistics obtained an average score (M) = 90.06 standard deviation (SD) = 5.805, median (ME) = 90, 00 and mode (Mo) = 84.00, the lowest value = 80 and the highest value = 100. The frequency distribution of pedagogic competency scores was 37.14% of respondents in the low category, 45.71% in the medium category, and 17.14% in high category.

Teacher performance variable scores have a theoretical range of 22 to 110, and empirical scores range from 84 to 102. From the results of descriptive statistics obtained an average score (M) = 93.31 standard deviation (SD) = 4.708, median (ME) = 94.00 and mode (Mo) = 89.00, the lowest value = 84 and the highest value = 102. The frequency distribution of pedagogic competence scores is 25.71% of respondents in the low category, 31.43% in the medium category, and 37.14 % in the high category.

Before testing the hypothesis, a classic assumption test is first carried out. From the test results, it is found that 1) the data is normally distributed, indicated by the points on the p-plots image following a straight line, 2) there is no multicollinearity, indicated by the VIF value less than 10, and the tolerance value is greater than 0.1 . 3) Homogeneous variety, this is evidenced by the points that spread on the X and Y axes and do not form a specific pattern, and 4) there is no autocorrelation characteristic. Thus the regression model is suitable for use in research.

Effect of Principal Supervision (X1) on Teacher Performance (Y)

Table 1. Test results of the Influence of School Principals on Teacher Performance

Model		Unstandardized		Standardized	t	Sig.
		Coefficients		Coefficients		
		B	Std. Error	Beta		
1	(Constant)	63.373	13.693		4.628	.000
	Supervisi_Kepala_sekolah	.604	.276	.356	2.190	.036

a. Bound Variables: Teacher Performance

The results of testing hypotheses about the influence of the principal's supervision on the performance of public junior high school teachers in the Pringgabaya sub-district showed that the sig value was <0.05 (alpha). While the test of the accuracy of the model using the coefficient of determination (R²) yields a result of 0.127. The coefficient of determination (R²) shows that the supervision of the principal is able to improve teacher performance by 12.7%, while 88.3% is influenced by other variables not examined.

Based on the results of regression analysis found the magnitude of the influence given by the principal's supervision of the teacher's performance can be seen from the regression equation. It can be concluded that the influence of the principal's supervision on teacher performance is significant, with the regression equation $\hat{Y} = 63,373 + 0,604X_1$. Indicates that every increase of one unit of the principal's supervision score will cause an increase in the teacher performance score of 0.604 units at a constant of 63.3373.

Related with the results of this study, the implementation of supervision of principals needs to be improved to provide a greater contribution to teacher performance. Supervision of school principals is a class visit activity of the principal in an effort to guide teachers so that teachers can improve the quality of teaching through steps: the initial meeting discusses the planning of learning made by the teacher, the observation stage, namely classroom visits during the teaching and learning process, and bait meetings the return is to conduct feedback with the teacher by asking for his opinion about the results of class observations.

Based on the results of data analysis that has been done shows that there is a positive and significant relationship between the supervision of the Principal and the performance of the teacher of State Junior High Schools in Pringgabaya District. This means that the supervision of the Principal influences the performance of the teacher. The results of this study are in accordance with the results of research conducted by Brotosedjati (2012) which explains: (1) there is a significant effect of supervision of classroom visits by the principal on teacher performance; (2) there is a significant effect of compensation on teacher performance; and (3) jointly there is a significant influence on supervision of class visits by the principal and compensation for teacher performance.

In addition, these findings are also in accordance with the study conducted by Nurjaya (2014) that illustrates that supervision carried out by school supervisors routinely will contribute positively to improving teacher performance.

Effect of Pedagogic Competence (X2) with Teacher Performance (Y)

Table 2. Results of the Effect of Pedagogic Competence on Teacher Performance

Model		Unstandardized		Standardized	T	Sig.
		Coefficients		Coefficients		
		B	Std. Error	Beta		
1	(Constant)	63.263	11.610		5.449	.000
	Pedagogic Competence	.334	.129	.411	2.594	.014

a. Dependent Variables: Pedagogic Competencies

The results of statistical tests can prove that the effect of pedagogic competence and teacher performance in obtaining the results of pedagogic competence partially negatively or not in line with the performance of junior high school teachers in the district of Pringgabaya. The coefficient of determination (R^2) shows that pedagogic competence is able to reduce the performance of public junior high school teachers in Pringgabaya sub-district by 16.9%, while 83.10% is influenced by other variables not examined.

It is known that the magnitude of the effect of teacher's pedagogic competence variable (X_2) on teacher performance (Y) which is calculated based on the correlation coefficient (r_{y2}) is 0,356 or the coefficient of determination (r^2) is 12.7%.

This means that pedagogic competence is a variable that has a large influence on teacher performance. It can be understood that when a person has qualified pedagogical competence, his insight will increase. On the other hand, the mindset will also change towards a positive one. Thus their performance will also increase along with their increasing competence as teachers.

In the Laws of Teachers and Lecturers No 14 of 2005 the notion of competence is a set of knowledge, skills, and behaviors that must be possessed, internalized, and mastered by the teacher or lecturer in carrying out professional duties. It was also explained that the teaching profession and the lecture profession were special fields of work carried out based on the following principles: (1) having academic qualifications and educational background in accordance with the field of duty, (2) having the required competencies in accordance with the task area, (3) having responsibility for the implementation of professional duties; (4) earning income determined according to work performance (5) having the opportunity to develop professionalism on an ongoing basis with lifelong learning; (6) having a guarantee of legal protection in carrying out professional duties; and (7) have professional organizations that have the authority to regulate matters relating to the task of teacher professionalism.

Pedagogic competence has a positive effect on the performance of teachers in public junior high schools in Pringgabaya district. This finding is in accordance with the opinion expressed by Kurniawan (2013) which reveals that there is an influence of pedagogic competence on teacher performance on teachers at SMK Bandung.

The Influence of Principal Supervision (X1), Pedagogic Competence (X2) Together on Teacher Performance (Y)

Table 3. The Results of Principal Supervision Statistics Test and Pedagogic Competence on Teacher Performance

Model	Unstandardized		Standardized	t	Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta		
1 (Constant)	42.832	15.684		2.731	.010
Principal Supervision	.491	.264	.290	1.861	.072
Pedagogic Competence	.290	.126	.358	2.296	.028

a. Dependent Variables: Teacher Performance

Test results by testing hypotheses and regression analysis in this study indicate that the principal's supervisory variables and pedagogic competencies simultaneously or together relate to the performance of teachers in Pringgabaya District Middle School. That is, the teacher's performance will increase if these factors have a good influence.

Principal Supervision Variables, pedagogic competencies and teacher performance of state junior high schools in Pringgabaya sub-district are influential because if pedagogic competence increases, it will improve teacher performance. Likewise the Headmaster Supervision can improve teacher performance. Meanwhile, if the supervising ability of school principals is low and teacher competencies that are not good will reduce teacher performance.

Significant influence of school principal's supervision and pedagogical competence together on teacher performance. Based on the results of the calculation of multiple regression analysis obtained from the table analysis, R square is 0.500 so that R² (R Square) is 0.250 is a terminated coefficient, which means that 25% of the contribution is determined by the principal supervision variable and pedagogic competence while the remaining 75% is explained by other causes (other than variables in this study). Thus, the supervision of the principal and the teacher's pedagogical competence together contributed to the teacher's performance by 25%.

The great influence of school principals' supervision on teacher performance suggests that the supervision of the principal has a very important role in determining the quality of teacher performance in schools. So that the implementation of systematic and educative supervision activities is very necessary to be carried out in order to improve the quality of teacher performance.

On the other hand it cannot be denied that a person learns to improve his ability to work. Increasing education insight and mindset changes as learning outcomes will have a very positive effect on improving the quality of teacher performance. Therefore the teacher must always try to improve his pedagogical competence through increasing the level of education. Because by being supported by a good supervision of the principal and the increasing pedagogical competence will positively affect the performance of the teacher.

CONCLUSION

1. There is a significant influence between the supervision of the Principal and the Performance of Public Middle School Teachers in Pringgabaya District with a value of R² (R Square) is 0.127. Thus the contribution of the influence of the Principal supervision on the performance of Public Middle School Teachers in Pringgabaya District is 12.7%, while the remaining 88.3% is influenced by other factors not examined, with the regression equation: $\hat{Y} = 63,263 + 0,334X_2$.
2. There is a significant influence between pedagogic competences on the performance of public junior high school teachers in Pringgabaya sub-district. This is indicated by the regression coefficient value with a correlation coefficient of 0.167. Contribution of the influence of pedagogic competence on Teacher Performance is 16.7% with the regression equation: $\hat{Y} = 63,263 + 0,334X_2$
3. There is a significant influence between the principal's supervision and pedagogical competence together on the performance of public junior high school teachers in Pringgabaya sub-district. The contribution of the influence of the principal's supervision and pedagogical competence together on the teacher's performance is 25% with the regression equation: $\hat{Y} = 42,832 + 0,491 X_1 + 0,290X_2$

SUGGESTIONS

The suggestions given based on the research findings are: It is appropriate if the District Middle School in Pringgabaya takes the right steps that can improve the quality of school principal supervision and pedagogic competence to improve teacher performance through: individual approaches with the principal, teachers, making time management training, make routine activities once a month to hear lectures or joint advice and design the best possible work so that it is right in the placement and destination, IHT is set in the beginning of the year and midterm about IT, and one of the steps that can be taken is by having coffee morning activities work procedures and services more intensively.

As a scope for further studies, for researchers who are interested in reviewing similar aspects namely Principal supervision, paedagogic competence, and Teacher Performance are

expected to develop this research using a broader subject. Besides that, it is also expected to test other variables that are strongly suspected to affect teacher performance such as organizational climate, job satisfaction, work ability, and work discipline.

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