



THE ROLE OF MADRASAH PRINCIPAL AS A SUPERVISOR IN TEACHERS AND CURRICULUMS DEVELOPMENT IN MADRASAH ALIYAH GUNUNGSARI DISTRICT INDONESIA

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Abstract

Supervision aims to guide and foster teachers to become professional teachers. Therefore, it is necessary to examine the role of Madrasah Principal as Supervisors in Teacher and Curriculum Development. This research is aims to find out the role of Madrasah principal as supervisors in teacher and curriculum development in Aliyah Madrasah in Gunungsari Subdistrict, factors influence it and what supervision is expected by the teachers. This study uses a qualitative or naturalistic approach. Data collection is done with participant observation technique, interviews, questionnaires and documentation. The validity of the data checking uses three techniques, i.e. perseverance observation, triangulation and member checking. data analysis uses three activity lines, namely data reduction, data presentation, and conclusion / verification determination. Based on the analysis results, a conclusion can be drawn as follows: First, the implementation of the supervision of the madrasa in the Aliyah Madrasah of Gunungsari Subdistrict is delegated to the supervisor team (Wakamad and Teacher), and by the madrasa principle itself. Second,

the madrasah principal has not become a good supervisor. Third, supervision has not run well because there are several inhibiting factors, so there is no motivation in welcoming supervision activity. Fourth, teachers expect supervision to be carried out continuously by professional supervisors so that they can guide teachers in teaching. Finally it was suggested, first, supervision activities should not be totally released and delegated without any control from the principal of the madrasa itself, second, in the selection of the supervisor team, must pay attention to the supervisors' abilities, third create a good coordination and communication between the madrasa principal, supervisor team, and teachers, fourth, madrasa principal who conduct their own supervision must prioritize objectivity in order to produce professional and responsible teachers.

Keywords: Role, Madrasa Superintendence, Teacher Development, Curriculum

INTRODUCTION

In general provisions PMA No. 58 in 2017 stated that the principal of the madrasa is a leader who performs managerial duties, develops entrepreneurship, and supervises teachers and education staff. One of the tasks and functions of the principal is to become a supervisor who is obliged to foster and supervise the teacher and curriculum to be a good and qualified instructors and educators. So that, the principal role as supervisor is vital for an educational institution in order to achieve and get a good quality and succeed the ideals and desires of the Indonesian nation and state (Basri, 2014).

The madrasah principal is a functional teacher, who is given the task to lead the madrasa where the teaching and learning process is held, or the place where the teacher interacts in giving lessons and students receive lessons (Wahjosumidjo 2002).

The madrasah principal must utilize all madrasa personnel effectively and efficiently so that the education purpose in the madrasah is achieved optimally (Masaong, 2013). The principal as a supervisor has the ability to create a teaching and learning situation in such a way as to be able to achieve educational goals and improve the quality of education, so that it can influence the teachers, both directly and indirectly (Rosyadi and Pardjono, 2015).

Supervision aims to improve quality and performance, with guidance and assistance from the professional maturity of teachers and institutions that can always be maintained and improved. Supervision is a form of professional guidance in order to improve the learning atmosphere through the teachers. A supervisor must have the ability to plan, organize personnel and other resources, mobilize and supervise (Yuliana, 2007).

Teacher is an educational component which for some time takes over part of the parents duties as educators. The teacher becomes an educator because of the profession. Teacher position, besides being a teacher, also has functions as an educator (Saat, 2015). Teacher is the leading operational executor who determines the teaching-learning process. Teacher professional development efforts are viewed from two aspects, namely professional development efforts that originate from the teacher himself, and the efforts of institutions or leaders who encourage and foster teachers to develop their profession. Coaching to teachers has been carried out through supervision activities to improve teacher professional competence in carrying out the teaching-learning process. Professional development is intended to expand knowledge and improve teacher teaching skills. This can be done through various activities, both those pursued by the teachers themselves and those sought by the leaders (madrasah principals and supervisors) (Mulyana, 2009).

Curriculum development is a comprehensive term, including: planning, implementation and evaluation. Curriculum planning is the first step in building a curriculum when curriculum workers make decisions and take action to produce plans that will be used by teachers and students. Curriculum implementation tries to transfer curriculum planning into operational actions (Sukaya, 2010).

Based on this condition, researchers want to see the efforts that made by the principals of the madrasa in Gunungsari District, West Lombok Regency about "The Role of Madrasah Principals as Supervisors in Teacher and Curriculum Development in Madrasah Aliyah Gunungsari."

RESEARCH METHODOLOGY

The approach used in this study is a qualitative approach through descriptive analysis, with the intention to limit the study to the specificity of the context with the characteristics and limitations of the region.

The author uses qualitative methods to discover information directly through interaction with sources, both from research subjects and research informants. Furthermore, the author provides a scientific analysis of the supervision implementation by the madrasa principal. The type of this research is descriptive, research that aims to describe or explore a particular phenomenon or social reality. The phenomenon described in this study is about the madrasa principal supervision. The research data consists of primary and secondary data.

The primary data source is the informants that involved in this study, such as: madrasa principal, teacher, and supervisor. The technique for getting informants is snowball sampling.

This technique is used to get a large number of informants in order to obtain detailed data. Next, the key informant for this study was the madrasah principal.

Observation is carried out by being directly involved in the implementation of supervision activities by the madrasa principal. The interviews conducted by the authors in this study were verbally question and answer with school principals, teachers and educational observers in Gunungsari District, West Lombok Regency.

In this study the referenced document is the form of regulations regarding to superintendence of the principal and notes containing supervision activities carried out by the madrasa principal in MA Al-Aziziyah Putra Kapek, MA Annajah Sesela, and MA Attahzib Kekait.

DISCUSSION

MA Al-Aziziyah Putra was established in the 1986 school year based on the Decree Chief of the Regional Office Ministry of Religion West Nusa Tenggara Province Number WX.04-04 / 1/88 dated April 20, 1986 and the Operational License Decree October 10, 1988, and began accepting new students in the academic year 1986/1987. MA Al-Aziziyah Putra has 47 teaching staff (teachers), consisting of 37 male teachers (90%) and 10 female teachers (20%). The status of these teachers is 19 permanent teachers (PT), 18 nonpermanent teachers as honorary teachers and 2 Ministry of Religion auxiliary teachers. Of these, 35 teachers had bachelor degree education (4 of whom were still completing master's degrees), and 2 were magister-educated.

The data of students in the school administration section noted that students studying at MA Al-Aziziyah Putra in the 2017/2018 school year totaled 468, with details as in table 3.1

Table 1 MA Al-Aziziyah Putra Students Recapitulation in 2017/2018

NO	GRADE	NUMBER OF			TOTAL
		LEARNING GROUP			
			M	F	
1	X	6	202	0	202
2	XI	5	140	0	140
3	XII	5	126	0	126
	Total	16	468	0	468

Source: Doc. Administration of MA Al-Aziziyah Putra in 2017/2018

With regard to the number of students and classes, MA Al-Aziziyah Putra is included to the madrasah with B classification, because according to the explanation of the 1st deputy, Mr. Ahmad Jaelani, S.Pd., that madrasah is classified as B because the madrasa manages

students with 16 class rooms (X level has 6 classes, level XI 5 classes, and level XII has 5 classes).

When this research began on September 3, 2018, the MA Al-Aziziyah Putra Principal was held by Mr. H. Abdul Hanan, M.Pd.I, precisely starting on December 30, 2015 he was appointed/promoted as the madrasa principal, and has carried out tasks starting on January 1, 2016. Previously he was the deputy and teacher at the madrasa. The principal 's policy in general was stated directly by Mr. H. Abdul Hanan, M.Pd.I. as follows:

... the general thing that is done by the leader of an institution in responding to the change of leadership will definitely refer to the previous leader programs Regarding my policy as the madrasa principal which will be applied in this madrasa, it is actually simple, I want improve teacher professionalism to be better, build a teaching and learning process that is able to produce better graduates, and of course the last is that all part of this madrasa have good character based on a sense of faith and piety to Allah SWT.

The new madrasah chief's policy was responded differently by teachers: 36 teachers (69%), approved by 8 teachers (24%) and not approved by 3 teachers (7%). There are teachers who agree and disagree with the policy because the policies are liked and some are disliked. Referring to the aforementioned policy, the teacher's response to the new principal leadership, among others: (a) generally good, there has been an increase from the previous principal (b) in terms of policy is good, but lacking in discretion, (c) assertive but lacking in self-control, (d) not showing a wise attitude as a leader, (e) the approach to the teacher is not good, so it seems rigid and lacking in tolerance, and (f) has not totally supervised the teacher. Teacher professionalism in the perspective of the MA Al-Aziziyah Putra principal is a teacher who has a high work discipline supported by his/her competence as a teacher

From some of those opinions, of course also supported by the questionnaire results. Based on the teacher's answers to the questionnaire asking about teacher professionalism, there were 83% (48 teachers) who stated that the professionalism of MA Al-Aziziyah Putra's teachers was good with the following reasons: (a) teacher competency test showed good results, good performance, many teacher participates in the MGMP, (b) there are teachers who have been the provincial assessors team, (c) almost all the teachers graduate and teach according to their disciplines.

Refers to the reason stated, the madrasah principal viewed that this class supervision would run optimally if delegated, because there would be a process of peer tutoring learning models among teachers. This decision is certainly supported by the existence of teachers who act as *wakamad* who have more experience than other teachers because they have participated in curriculum training. The application of the K-13 curriculum is also the reason for the

delegation, because the madrasa principal understanding to the K-13 curriculum has not been maximized. With the delegation, the duties and responsibilities of madrasa principal as a supervisor switch to the supervisor team.

The principal's policy regarding to this supervision was responded differently by the teachers. Based on questionnaire data, most of the teachers, exactly 81% (37 teachers) agreed with the implementation of supervision for the following reasons: (a) supervision as a teacher development tool and can increase teacher motivation as long as the assessment is objective, measurable, and valid, (b) supervision to assess the teacher's ability as well as the ability of the principal itself in fostering and guiding teachers, (c) will encourage teachers to make teaching devices that are often forgotten, (d) because in the framework of mentoring and guidance of the madrasa head, and (e) motivating teachers in exploring and express in teaching and learning activities as well as improving administrative discipline.

But there are 5% (3 teachers) who do not agree with this supervision on the reason that they want the principal to be the supervisor. There were also 14% (7 teachers) who responded casually the implementation of this supervision, because they viewed this supervision as merely a formality, without a clear follow-up.

While the principal's policy on delegating supervision to the supervisor team based on questionnaire data, it turned out that it was not approved by 59% (24 teachers), approved by 27% (13 teachers) and 14% (10 teachers) who were hesitant. Teachers who agreed with the delegation of class supervision argued that with the delegation, it would maximize the results because the madrasa principals were not mastered it and did not have time, the delegation helped the principal so that all teachers could be supervised.

MA Attahzib Kekait was established in the 2003 in Dusun Kekait I, Kekait Village, Gunungsari District, West Lombok Regency based on the Decree of the Head of Regional Office of the Ministry of Religion of West Nusa Tenggara Number Wx / 1-b / 1192/2003 dated 19 November 2003 and SK Number Wx / 1-b / 1992/2003 operational permit dated November 19, 2003, and began accepting new students in the 2003/2004 academic year. MA Attahzib Kekait has 30 teaching staff (teachers), consisting of 26 male teachers (90%) and 4 female teachers (20%). The status of these teachers is 13 permanent teachers (GT), 16 non-permanent teachers (GTT) as honorary teachers and 1 auxiliary teacher from Ministry of Religion. 29 teachers have undergraduate education (1 teacher of whom is still completing a master's education). The student data in the school administration section noted that students studying at MA Attahzib Kekait in the 2017/2018 school year amounted to 160, with details as shown in the table 2.

Table 2 MA Attahzib Kekait Students Recapitulation in 2017/2018

No.	Grade	Number of Learning Group	Gender		Total
			Male	Female	
1.	X	3	41	35	76
2.	XI	2	28	18	46
3.	XII	2	14	24	38
Total		7	83	77	160

Source: Doc. MA Attahzib Kekait Administration in 2017/2018

With regard to the number of students and classes, the MA Attahzib Kekait is included as a school with B classification according to the explanation of the deputy curriculum Mr. Ahmad Dahlan, S.Pd. The madrasa manages students with a number of 7 classrooms (level X has 3 classes, level XI has 2 classes, and level XII 2 classes). Based on the explanation above, it can be said that the principal policy was preceded by an evaluation of the previous principal program. This needs to be done for the selection of which good programs will continue, and which programs need to be revised to make changes/improvements. Furthermore, in general the madrasah principal policy is determined as follows: (a) increase teacher professionalism to be better; (b) building a teaching and learning process that is able to produce better graduates; and (c) creating madrasa member who have noble character based on a sense of faith and piety to Allah SWT.

The new principal's policies were responded differently by the teachers: 20 teachers (69%) considered it is a normal thing, 8 teachers (24%) agreed, and 2 teachers (7%) did not approve the policy. There are teachers who agree and disagree with the policy because there are policies that are liked and some are not liked. Refers to the aforementioned policy, the teacher's response to the leadership of the new madrasa principal, among others: (a) generally good, there has been an increase from the previous principal, (b) in terms of policy is good, but lacking in discretion, (c) assertive but lacking in self-control, (d) not showing a wise attitude as a leader, (e) the approach to the teacher is not good, so it seems rigid and lacking in tolerance, and (f) has not totally supervised the teacher.

Teacher professionalism in the perspective of the MA Attahzib Kekait principal is a teacher who has high work discipline and competence as a teacher. From those opinions, of course also supported by the questionnaire results, there were 93% (28 teachers) who stated that MA Attahzib Kekait's professionalism was good with the following reasons: (a) the teacher

competency test showed good results, good discipline and many teachers often join the MGMP, (b) most of the teachers are bachelor degree and teach according to their field of study.

Based on this, the MA Attahzib principal has a duty to make a policy regarding the implementation of supervision activities. The supervision policy that applied is class supervision. The supervision program then conveyed by the principal during a coordination meeting on July 1, 2016. It was explained that the implementation of class supervision done by the principal and was not delegated to others. Refers to that reason, the principal viewed that class supervision would run optimally by implementing it himself, because there would be a learning model process directly by the principal.

The headmaster's policy regarding this supervision was responded differently by the teachers. Based on the questionnaire data, most of the teachers, exactly 90% (27 teachers) agreed with the supervision implementation, but there were 10% (3 teachers) who did not agree with this supervision, they did not want the principal supervise the teachers. It was not optimal because the headmaster is very busy working on other assignments. While the principal's policy regarding to the implementation of supervision was only carried out by the principal, based on questionnaire data, it was not approved by 10% (10 teachers), approved by 58% (18 teachers) and 5% (2 teachers) were hesitant.

Teachers who agree with only the madrasa principals as the supervisor argue that by focusing on the principal, it will maximize results because the principal can master supervision better so that all teachers can be supervised properly and objectively. Teachers who disagree with only the principal as the supervisors reasoned the principal is too busy with so many assignments, therefore the implementation of supervision not going optimally.

MA Annajah Sesela was established in 1983 based on the Decree of of the Regional Office of the Religion Ministry West Nusa Tenggara Number wx.83.023A / 1/88 dated 12 July 1983 and the Operational License Number SK wx.83.023A / 1/88 dated 10 October 1988, and began accepting new students in the academic year 1988/1989. MA Annajah Sesela has 42 teaching staff (teachers), consisting of 24 male teachers (90%) and 18 female teachers (20%). The status of these teachers is 30 permanent teachers (GT), 12 nonpermanent teachers (GTT) as honorary teachers. Total 39 teachers have undergraduate education and 3 have master's degrees.

The student data in school administration section noted that number of students studying at MA Annajah Sesela in the 2017/2018 totalled 408, with details as in table 3.

Table 3 Recapitulation of MA Annajah Sesela Students in 2017/2018

No.	GRADE	NUMBER OF ROMBEL	M	F	TOTAL
1	X	5	94	68	162
2	XI	4	29	90	119
3	XII	5	56	71	127
TOTAL		14	179	229	408

Source: Doc. Administration of MA Annajah Sesela in 2017/2018

Taking into the number of students and classes, the MA Annajah Sesela included in madrasahs with B classification, because according to the explanation of the vice principal I Mrs. Sutedi, SE, that madrasahs are classified as B because the school manages students with 14 classrooms (level X 5 classes, level XI 4 classes, and level XII 5 classes).

Teacher professionalism in the perspective of the MA Annajah principal is a teacher who has high discipline supported by his competence as a teacher. From some of these opinions, also supported by results of the questionnaire, there were 83% (48 teachers) who stated that the professionalism of the MA Annajah teacher was good with the following reasons: (a) the teacher competency tests showed good results, good performance, many teachers participated MGMP, (b) there are teachers who have been the provincial assessors team, (c) almost all teachers are bachelor degrees and teach according to their field of study.

The implementation of class supervision is actually one of the the principal tasks in his role as a supervisor. Mr. Muhamad Husni, principal of MA Annajah Sesela, in carrying out his duties as a supervisor actually delegated his duties to the supervisor team.

The core of the supervision implementation is to improve student learning outcomes. While the purpose of supervision is to help teachers develop their professional abilities. Developing teacher's professional abilities is actually just a tool to achieve further goals, the goal is student learning outcomes.

CONCLUSION

The supervision implementation at MA Al-Aziziyah Putra Gunungsari and MA Annajah was delegated to the *Wakamad* and competent teachers who were members of the supervisor team. Therefore the role of the madrasah principal as a supervisor partly handed to the supervisor team. As a leader, supervisors must be able to influence those they lead. The supervisors success needs a good communication skill. While the supervision at MA Attahzib kekait is done without

delegation, so that the madrasa principal has a good communication with the teachers and staff at MA Attahzib kekait.

In the three madrasas (MA Al-Aziziyah Putra, MA Attahzib and MA Annajah) supervision is an activity agenda that has been included in the madrasa program and its also a priority program in the curriculum. Implementation of supervision has been decided by the principal, by supervising classes/class visits. But the supervision implementation at MA Gunungsari Al-Aziziyah and MA Annajah Sesela were supervised by the *wakamad* and teachers who were competent and member of the supervisor team. Whereas at MA Attahzib the class supervision or class visits implemented directly by the principal.

Based on the results of the research and notice the supervision process (program, implementation, and evaluation), the supervision model carried out at three madrasas (MA Al-Aziziyah Putra Gunungsari, MA Attahzib Kekait and MA Annajah Sesela) is approaching the scientific supervision model that has the following characteristics: (1) held in a planned manner, (2) systematic and use certain procedures and techniques, (3) use data collection instruments, and (4) there are objective data that obtained from real facts.

The implementation of supervision in these three madrassas (MA Al Aziziyah Putra Gunungsari, MA Attahzib kekait, and MA Annajah Sesela) is carried out using a directive approach, because the headmaster and supervisor team are able to give teaching improving direction, such as sett the improvement standards, teaching facilities utilization, and various guidelines that must be followed by the teacher.

The supervision techniques carried out in these three madrassas (MA Al Aziziyah Putra Gunungsari, MA Attahzib kekait and MA Annajah Sesela) are individual techniques, in the form of (a) class visits, principal or supervisor team comes to class to see how the teacher teaches, to obtain data about the actual situation in the teaching and learning process, (b) class observation, through class visits, the principal or supervisor can observe the actual teaching and learning situation in detail. In these three madrassas (MA Al Aziziyah Putra Gunungsari, MA Attahzib Kekait and MA Annajah Sesela) the supervision target is the teacher, therefore teacher is the subject that must be considered in terms of providing guidance and coaching. In order for supervision to work well, it is necessary to pay attention to the expectations/desires of the teacher regarding to the implementation of supervision.

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