

The Effect of Academic Supervision and Teacher Participation in Teacher Work Group to Teachers Performance Catholic Religion Education on North Sulawesi Province - Indonesia

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Abstract

This research aimed to describe and analyze: 1) the effect of the academic supervision toward teacher performance, 2) the effect of the participation of Teacher Working Groups toward teacher performance, and 3) the effect of the academic supervision, and the participation of Teacher Working Groups simultaneously toward teacher performance of Catholic education in North Sulawesi. Survey method was implemented with qualitative approach. Population unit were 144 teachers. Research sample were 59 teachers which randomly selected from 144. Questionnaire with Likert scale was the technique used to collect the data. Testing the hypothesis were using simple and multiple correlation analysis. The result of data analysis showed that: 1) there was effect of the academic supervision toward teacher performance, 2) there was effect of the participation of Teacher Working Groups toward teacher performance, and 3) there was effect of the academic supervision, and the participation of Teacher Working Groups toward teacher performance of Catholic education in North Sulawesi. Based on these conclusion, it could be recommended that: 1) for Catholic religious education teachers, to involve themselves in the activities of teacher working groups so that they can improve teacher performance, 2) for the principal, to be active and more optimal in carrying out supervision, 3) for BIMAS Catholic North Sulawesi, so that the principal's quality improvement program is added to Catholic religious education teachers and facilitates supervision activities from the principal.

Keywords: Academic Supervision, Participation of Teacher Working Groups, Teacher Performance.

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1. Introduction

In the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System as a whole component of education that is interrelated in an integrated manner to achieve national education goals. This law mostly talks about education so that it is called the parent of educational legislation. This law regulates education in general, meaning that everything related to education, from pre-school to tertiary education, is stipulated in this law. Teacher professionalism is closely related to teacher performance in teaching. In Government Regulation No. 74 of 2008 concerning Teachers it has been mentioned that there are four competencies that must be possessed by professional teachers, namely pedagogic competence, personality competence, professional competence, and social competence. These four competencies are important indicators in measuring teacher performance in the learning process.

When assessing teacher performance, it is necessary to look at the intellectual and mental qualities of the teacher in carrying out their functions as educators and mentors. This is reflected in the teacher's competency mapping, mastery of subject matter, and limited use of learning methods. The limitations of teacher competence will directly affect the quality of teaching and learning activities in schools. Based on observations on October 7, 2018 regarding teacher participation in teacher working groups in Catholic religious educators in North Sulawesi Province supervised by Catholic Community Guidance (BIMAS) of North Sulawesi Province. According to Catholic BIMAS data there are 144 teachers as Catholic education educators spread across 15 Regencies / Cities of North Sulawesi Province. Teaching and learning activities, it was revealed that PAK teachers in North Sulawesi still had 48% who were not certified and there were still 12% of teachers who did not yet have a bachelor's academic qualification, some were still completing their studies.

Meanwhile, other obstacles faced by teachers, namely in the field of information and communication technology (IT) teachers are difficult to operate computers and do data processing related to IT. This obstacle is only felt by older teachers who are not yet familiar with the world of IT. Furthermore, another problem faced by teachers, especially teachers who have just become educators in schools is in the use of teaching aids. Teachers are less creative in introducing and developing teaching aids to students. On the other hand the teacher has not been able to maximize the use of internet media in finding and finding a variety of supporting props needed in the introduction of teaching aids to students which is one of the important media in stimulating children's intelligence at the basic level. The above constraints can certainly be reduced in number if the teacher development program in this case the teacher working group can run well. Teacher work groups are designed to solve problems related to the learning process in the classroom. From the description above it can be assumed that the implementation of

the Catholic Religious Education teacher working group in North Sulawesi Province had not yet arrived at the teacher's problem regarding the implementation of the process of transfer of knowledge in the classroom. This fact is stronger because from the results of observations revealed that the implementation of teacher work groups is sometimes only done once a month, even once in two months. Starting from the above phenomenon, the researcher wishes to study further by conducting research related to academic supervision and teacher participation in teacher work groups in improving the performance of Catholic religious education teachers through educational research entitled "The Effect of Academic Supervision and Teacher Participation in Teacher Working Groups Against the Performance of Teachers of Catholic Education in North Sulawesi Province".

Formulation of the problem 1. Is there an effect of academic supervision on the performance of PAK teachers in North Sulawesi? 2. Is there an effect of teacher participation in teacher work groups on the performance of PAK teachers in North Sulawesi? 3. Are there any effects of academic supervision and teacher participation in the KKG together on the performance of PAK teachers in North Sulawesi?

2. Literature review

2.1 Academic Supervision

According to Piet Sahertian, (2000: 7) argue that supervision is a program that plans to improve teaching. Furthermore Piet Sahertian (2000: 37) explains the functions of educational supervision to be:

- a. Research, in order to collect data about the actual teaching and learning situation.
- b. Assessment, after a situation is observed through the assessment process, the supervisor then concludes what aspects have been studied.
- c. Improvement, the main goal of supervision is to improve the teaching and learning situation with all its aspects in a better direction.
- d. Coaching, supervisors can provide guidance towards fostering supervised people, and improving the situation by utilizing all sources.

The core of the implementation of supervision of education is to provide services and assistance to teachers in developing teaching and learning situations carried out in the classroom. Piet Sahertian (2000: 19) suggests the purpose of supervision of education is to provide services and assistance to improve the quality of teaching teachers in the classroom which in turn can improve the quality of learning. Furthermore Ngalim Purwanto (2003: 23) explains the purpose of supervision is to develop a better teaching and learning situation. Suharsimi Arikunto (2004: 40) suggests that the general purpose of supervision is to provide assistance and guidance to teachers and school staff so that they can improve their quality and performance, especially in carrying out the learning process. Educational supervision is an important factor in improving the quality of teaching teachers, therefore it is necessary to be professionally managed, especially in terms of supervising teachers. According to Suharsimi Arikunto (2004: 54) supervision techniques consist of two kinds of techniques, namely supervision techniques carried out individually and supervision techniques carried out in groups.

2.2 Teacher Participation in Teacher Working Groups

Participation can be seen as an action or action to be involved or participate. The term "participation" can be interpreted in several senses, although all ultimately lead to one conclusion that participation is the involvement of group members in achieving group goals. Irene (2009: 50) explains that participation is the involvement of a person or several people in an activity, both in the form of mental involvement, as well as physical use of all the capabilities they have in all activities carried out and support the achievement of goals and responsibility for all their involvement.

Furthermore Davis (1989: 232) states that "participation is mental and emotional involvement of persons in group situations that incur them to contribute to group goals and share responsibility for them". This means participation is the mental and emotional involvement of individuals in a social group that encourages to develop abilities in accordance with the objectives of the group. The conditions for participation according to Davis (1989: 238) are: (1) availability when participating; (2) people who participate must have the ability to participate; (3) communication in participating; (4) the availability of sufficient costs; (5) does not harm other people; and (6) the interest of members with the objectives to be achieved. Based on the definition that has been stated, it can be understood that participation is a series of systematic and structured activities by involving someone to take the initiative of both the mind and energy in the decision-making process, implementing the program, evaluating and benefiting from the program. Participation is reviewed based on the method of grouping explained by Ndraha (2011: 218) distinguishes participation in two forms, namely professional participation and partial participation. Professional participation, namely participation carried out throughout the implementation of the program, while partial participation is participation carried out in one or several phases of a program. Based on the explanation above, it can be understood that the forms of participation are relatively diverse and depend on their perspective based on goals, management, direct and indirect and institutional frequencies.

2.3 Teacher Performance

Performance comes from English performance which means action or achievement. In the Large Indonesian Language Dictionary define ‘ ‘ Performance as an achievement shown ’. Performance is the appearance of the work of personnel both in quantity and quality in an organization. Performance can be the appearance of individuals or group work of personnel. The appearance of the work is not limited to personnel holding functional and structural positions, but also to the entire range of personnel in the organization. A person's performance is related to his success in carrying out his duties in order to achieve organizational goals, meaning that performance is the result of one's work / performance in accordance with the responsibilities and expected results. According to Anwar Prabu Mangkunegara (2009: 67) the term performance comes from the word job performance or actual performance (work performance or actual achievement achieved by someone). According to Suryadi Prawirosentomo (2008: 2), performance is defined as the work that can be achieved by a person or group of people in an organization in accordance with the authority and responsibility of each personnel. Rivai (2011: 9) suggests that performance is: "is the real behavior that is displayed by everyone as the work performance produced by employees in accordance with their role in the company ." Gibson Ivancevich and Donouilly (2000: 118) states that: "Performance is the success in carrying out tasks and the ability to achieve set goals. So performance shows the level of achievement of employees or employees in carrying out tasks based on required standards and performance ".

The success of a teacher can be seen if the existing criteria have been achieved as a whole. Talking about teacher performance, can not be separated from the supporting factors and problems that cause the learning impediment is good and right in order to achieve the goals expected by the teacher in teaching. According to Anwar Prabu Mangkunegara (2006: 36) factors that influence teacher performance include the ability factor that is skilled in accordance with their fields and motivational factors (Motivation) in dealing with work situations. Indicators of teacher performance assessment can be seen in three classroom learning activities (Ministry of National Education, 2008: 22-26). First, the planning of learning activities programs related to the ability of teachers to master teaching materials such as in developing syllabus and planning implementation of learning (RPP). At this stage also explained in more detail about RPP identity, competency standard (SK), basic competencies (KD), learning objectives, learning materials, learning methods, steps of activities, and learning resources. Second, the implementation of learning activities is at the core of the implementation of education carried out with classroom management, the use of learning media, learning resources, learning methods and learning strategies.

Suryo Subroto (2002: 26-27) explains that the teacher's ability to manage the teaching and learning process in the class is grouped into 3 namely:

- a. ability to plan teaching which includes the preparation of analysis of subject matter, preparation of the program for the students, and preparation of teaching plans.
- b. ability to carry out the teaching and learning process which includes opening lessons, carrying out the core teaching and learning process, and closing lessons.
- c. ability to evaluate which includes the implementation of tests, management of assessment results, and remedial programs or improvement of teaching.

Based on the explanation above, it can be concluded that the teacher's performance indicators in implementing learning activities include 3 stages, namely in the first stage, namely planning learning by preparing and developing teaching materials, preparing teaching strategies, and developing learning methods. The second stage is the application of learning strategies, learning methods from opening the class to closing the class. The stages of the activity are evaluating by giving tests and improvements to students.

Gibson (1995: 56) divides factors that influence teacher performance into three variables, namely (1) individual variables which include abilities, skills, and experience; (2) organizational variables which include resources, leadership, and work design structure; and (3) psychological variables which include perception, attitude, personality and motivation. Based on the opinions above, it can be concluded that teacher performance is influenced by internal factors originating from within the teacher, and external factors that originate from outside the teacher.

3. Research Method

The method to be used in this study is a survey research method with a quantitative approach, which is a research method used to examine certain populations or samples randomly, data collection uses research instruments, data analysis is quantitative in order to test the predetermined hypothesis (Sugiyono, 2008: 4). This research was conducted at schools in the District / City that have Catholic Religious Education teachers in North Sulawesi Province. The time of the study took place from December 2018 - March 2019. The sample in this study is a portion of the population taken randomly. The size of the sample is obtained using the formula from Taro Yamane (Sukandarrumudin, 2006: 56) as follows:

$$n = \frac{N}{N \cdot d^2 + 1}$$

Information :

n = Number of sample
 N = Total Population
 d^2 = Precision (dset at 10 % with confidence level 90%)
 With this formula the number of samples obtained :

$$n = \frac{N}{N \cdot d^2 + 1} = \frac{144}{(144)(0.1)^2 + 1} = 59$$

Table 2. Distribution of Research Samples

No	Districts / City	Population	Sample
1	Districts Talaud	5	2
2	Districts Sitaro	1	0
3	Districts Sangihe	2	1
4	City Bitung	13	5
5	Districts Minahasa Utara	15	6
6	City Manado	30	12
7	Districts Minahasa	35	14
8	City Tomohon	25	10
9	Districts Minahasa Tenggara	2	1
10	Districts Minahasa Selatan	4	2
11	Districts Bolaang Mongondow	5	2
12	City Kotamobagu	3	1
13	Districts Bolaang Mongondow Selatan	2	1
14	Districts Bolaang Mongondow Tmur	1	0
15	District Bolaang Mongondow Utara	1	0
Total		144	59

The number of 59 teachers determined as samples is the number rounded up from the results of the sample count. Test the Validity

Test of validity of Instruments The teacher's performance instrument is in the form of a statement consisting of 30 statements. Thus, the validity of instrument items is determined by comparing the amount of rxy obtained with the critical price r Pearson's Product Moment at $n = 30$. If r rtable, then the instrument item is valid and will then be used for data collection. Conversely, if r count \leq r table, then the item is invalid and then not used in the study. In the critical price table Pearson's table Product Moment is known = 0.361 for $n = 30$ with $\alpha = 0.05$. Test the validity of teacher performance instruments carried out with the help of Microsoft Excel. Based on the results of testing the validity of the teacher's performance instrument, it is known that from the statement item, 3 items of statements are invalid so they must be dropped (omitted), namely the statement items number 5, 16 and 19. The number of items is valid and used as a tool to take research data as many as 27 items.

Testing of Reliability

Reliability of this instrument was calculated using the Cronbach Alpha formula. Reliability of the instrument is the accuracy or discrepancy in assessing what is assessed. This means that whenever the instrument is used it will produce relatively the same results. The calculation of the reliability of the teacher performance variable instruments from 30 items after the calculation of 3 items that drop (omitted) so that there are only 27 items. The results of the calculation of reliability using the Cronbach Alpha formula obtained a coefficient of 0.948. Calculations are performed using the help of the Microsoft Excel program,

4. Result and Discussion

The regression equation is as follows

$$\hat{Y} = 49,757 + 0,146 X_1 + 0,544 X_2$$

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	49.757	16.358		3.597	.000
Academic Supervision	.146	.109	.158	1.333	.001
Teacher Participation in Teacher Working Groups	.544	.147	.439	3.697	.000

a. Dependent Variable: Teacher Performance

Based on the testing table obtained ρ (y, 12) = 0.512. With a real level of $\alpha = 0.05$ and $dk = (k; nk-1) = (2;$

59-2-1) = (2; 56) obtained F value (0.05; (2; 56) table = 3.162 The calculation results obtained the value of $F_{count} = 3.597$. Based on these criteria it turns out the value of $F_{count} = 3.597 > F_{value} (0.05; (2; 56) \text{ table} = 3.162$ so that H_0 is rejected and accepts H_1 . This means that academic supervision and teacher participation in the KKG together have a positive effect on teacher performance. Academic supervision and teacher participation in teacher work groups jointly had a significant influence on the performance of Catholic religious education teachers in North Sulawesi Province, amounting to 0.512 or 51.2%.

Effect of Academic Supervision on Teacher's Performance in Catholic Education in North Sulawesi Province

Based on the results of the analysis it can be seen that there is a significant effect of academic supervision on the performance of Catholic religious education teachers in North Sulawesi Province. This is indicated by the value of $t_{count} > t_{table}$ value (6.26 > 3.16), the amount of academic supervision on the performance of Catholic religious education teachers in North Sulawesi Province is 25.9%. That is, if academic supervision can run optimally, the performance of Catholic religious education teachers in North Sulawesi Province will be more optimal. Supervision work carried out by the principal is an activity of continuous assessment and guidance of teachers and students in order to create better quality teaching teachers. The process of teaching activities carried out by the teacher is at the core of the overall education process where the teacher plays a very strategic role in building national civilization. The teaching and learning process is a series of interactions between teachers and students on the basis of reciprocal relationships that take place in educational situations to achieve certain goals. If academic supervision by the principal is carried out routinely and scheduled, the teacher is able to improve the learning process that is carried out. In its implementation the school principal monitors directly when the teacher is teaching. The teacher designs learning activities in the form of learning plans then the school principal observes the learning process carried out by the teacher. Therefore the implementation of academic supervision activities by the principal is very necessary to improve the performance of teachers in carrying out the teaching and learning process.

The effect of Teacher Participation in the KKG on Teacher's Performance in Catholic Education in North Sulawesi Province

Based on the results of the analysis, it can be seen that there is a significant influence of teacher participation in the KKG on the performance of Catholic religious education teachers in North Sulawesi Province. This is indicated by the value of $t_{count} > t_{table}$ value (3.597 > 3.16), the magnitude of the contribution of teacher participation in the KKG to the performance of Catholic religious education teachers in North Sulawesi Province is 47.6%. That is, if teacher participation in the KKG can run optimally, the performance of Catholic religious education teachers in North Sulawesi Province will be more optimal. If teacher participation in the KKG can run routinely and scheduled properly, it will be followed by an increase in the quality of teaching teachers which will ultimately have an impact on increasing teacher performance in the learning process. Teacher participation in the GFC affects teacher performance. If the participation of school teacher work groups is running well, the teacher's performance can be optimal, but if teacher participation in the KKG is less than optimal, the teacher's performance is also less than optimal.

Effect of Academic Supervision and Teacher Participation in the KKG together on the Performance of Teachers of Catholic Education in North Sulawesi Province

Based on the results of the analysis it can be seen that there is an influence between academic supervision and teacher participation in the KKG together on the performance of Catholic religious education teachers in North Sulawesi Province. This is indicated by the value of $F_{count} > F_{table}$ of (9.34 > 3.16). Academic supervision is defined as professional assistance to the teacher through systematic planning, and careful observation. Thus, the teacher gets feedback to improve professional competence which leads to improvements in teacher performance in learning. In practice academic supervision by the principal requires preparation such as making an observation instrument to be used. At the stage of implementation of observation a supervisor observes, analyzes, and discusses openly and helps resolve teacher problems. Seeing the academic supervision activities by the principal, it can be concluded that the high intensity of academic supervision can improve the quality of teacher teaching to be better which leads to an increase in teacher performance in learning activities in school. Conversely, academic supervision by the principal is low so that there will be a gap between the teacher and supervisor so that the supervisor is less sensitive and enthusiastic in knowing the needs and problems faced by the teacher. This certainly will make the quality of teaching teachers low, which in turn will have an impact on the teacher's low performance. Teacher participation in the GFC is interpreted as the frequency of teacher activities and is actively involved in each activity of the teacher working group. The teacher working group is part of a continuous professional development program designed to be able to assist teachers in conducting learning activities. High teacher participation can improve teacher performance in learning activities at school. Conversely teacher participation is low in participating in the work group activities of teachers will create low teacher performance.

5. Conclusion

Based on the results of the research and discussion, in response to the formulation of the problem and research objectives, the conclusions of this study are as follows:

1. That academic supervision has a significant influence on the staff of Catholic religious education teachers in North Sulawesi Province.
2. That teacher participation in teacher work groups has a significant influence on the performance of Catholic religious education teachers in North Sulawesi Province.
3. That academic supervision and teacher participation in teacher work groups together have a significant influence on the performance of Catholic religious education teachers in North Sulawesi Province.

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