

Supervisor's Performance for the Quality of Education

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Abstract – This qualitative study investigated the supervisor's performance and the contribution to improve the quality of education in Pulau Rimau. Data were collected using observation, documentation, interviews and literature review. Data were analyzed using descriptive qualitative. The results showed that 1) the implementation of the supervisory program should be based on managerial and academic aspects as in National Education Standards; 2) the implementation of supervision is still more related to routine administrative activities; 3) there is need to increase the competency of supervisors.

Keywords – Educational Supervisor, Supervisor's Competency, Quality of Education, Administrative Activities.

I. INTRODUCTION

Quality human resources can only be realized with quality education (Lian et al, 2018). Quality education is able to develop positive potentials that are hidden within students. The quality education produces potential young workers who are tough and ready to compete in the world community. Therefore, efforts to improve the quality of education are non-negotiable in the context of improving the quality of Indonesian national resources (Irmayani et al, 2018; Tobari et al, 2018).

In this era, standardization of all public service institutions is needed, and people are transparent about the quality of services performed by an institution funded from the state budget. The community must be protected by their rights to get quality services. This also applies to the educational sector that the community has the right to receive quality educational services (Raharjo, 2018). The quality assurance of education is explained in Law Number 20 of 2003 concerning the National Education System Article 5 which mandates that every citizen has the same right to obtain quality education.

Referring to Law Number 32 of 2004 concerning Regional Government and Government Regulation Number 25 of 2000 concerning Central and Provincial Authorities as an autonomous region has led to major changes in the educational management system in Indonesia. One component of education that has a great responsibility to improve the quality of education is the educational supervisor (Renata et al, 2018; Khasanah et al, 2019; Murtiningsih et al, 2019). Therefore, in carrying out its duties and functions, it is expected that educational supervisors will be able to work together with other components as a whole system so as to create quality education. As stated by Cahyana (2013) that school supervisors are required to have strong management and managerial supervision skills, in order to be able to carry out various management activities and school administration and have initiatives to improve the quality of education (Fathurrochman et al, 2019).

Educational supervisors are an inseparable part in improving the quality of school institutions. Supervision of education is an attempt to provide services to educational stakeholders, especially to educators in schools, both

individually and in groups to improve the quality of the process and learning outcomes (Sahertian, 2008). Substantially, educational supervision basically refers to the efforts and assistance of supervisors to educational stakeholders, especially educators aimed at improving and fostering learning. The assistance provided must be based on careful observation and objective assessment, and the assistance provided must be able to improve and develop the learning process situation.

Teksonardiprodo (2000) states that supervision is those who give instructions to implementers so that they always act according to plan. While Siagian (2013) states that supervision is a process of observation all organizational activities to ensure that all work carried out goes according to plan. The above opinion provides an understanding that supervision must be carried out with careful planning. It is useful to produce quality work, planned and well structured.

Educational supervisors including professional positions. The position was obtained through the school supervisory professional education program. Professional education is obtained through special stages which later prepare them to become supervisors of education. Returning to the discussion of the most important tasks of educational supervisors ideally should be able to provide alternative solutions in learning. This is inseparable from the role of educational supervisors as explained by Wiles (2007) that the role of educational supervisors is to help teachers and other education leaders understand issues and make wise decisions affecting student education. This opinion can be interpreted that the role of educational supervisors is to help teachers and education leaders to understand issues and make wise decisions that affect student education. Supervisors have a very strategic role in improving the quality of education with the tasks they carry include guiding, fostering, monitoring, supervising, evaluating, making reports and following up on supervision results.

On the other hand, if examined in more depth about the role of educational supervisors in regional autonomy today, there are inaccuracies and often even imbalances that cause confusion ranging from the recruitment of school supervisors to the role of educational supervisors in carrying out their main tasks and functions. As Iskandar (2016) states that 1) the process of recruiting education supervisors is not yet fully in accordance with government regulations and laws; 2) monitoring of school program implementation by the education supervisor has not been carried out optimally; 3) supervision by educational supervisors has not been carried out optimally; 4) evaluation of school work programs

conducted by educational supervisors has been carried out well; 5) the making of reports on the results of monitoring, supervision and evaluation carried out by the educational supervisor carried out well; 6) Follow-up by educational supervisors is not optimal.

This research was conducted in primary school in Pulau Rimau. We took 6 Public Elementary Schools in Pulau Rimau as primary schools supervised by school supervisors based on the results of observations. Based on a preliminary study conducted by us, we found indicators that the implementation of the supervision program implemented to improve the quality of education currently lacks optimal results. The first indicator found by us is that the school supervisory program in improving the quality of education in the State Primary Schools in Pulau Rimau has not paid attention both managerial and academic.

Other problems encountered by us are that school supervisors have not been optimal in discussing supervision programs with school principals, vice principals and teachers. As stated by the Ministry of National Education (2011) that supervision is the activity of school supervisors in compiling a supervision program, evaluating the results of program implementation, and carrying out teacher professional guidance and training. Through good coordination between school principals and school supervisors will be able to control their training goals. In addition, the lack of communication between supervisors and school principals has an impact on the follow-up process of the supervision conducted by educational supervisors. From the results of preliminary observations we found indicators that the guidance process for teachers was still not running effectively. This problem is certainly an early indication that the program of educational supervisors has not been able to run optimally in Pulau Rimau.

There are many factors that cause the implementation of supervision programs that have not been maximized by supervisors. These factors include the non-maximum performance of supervisors in carrying out supervision in their target schools and the lack of resources and infrastructure that can support the implementation of supervision in target schools such as access long time to travel to the target schools, accommodation and transportation that require substantial costs. Relatively high and weak communication networks, especially communication via the internet in several target schools, are factors that have not yet been the maximum implementation of supervision in primary schools in Pulau Rimau.

From the results of these preliminary observations, we felt the need to further examine the performance of the educational supervisor to improve the quality of schools, especially primary schools in Pulau Rimau. We want to know more about the technical implementation of supervision starts from the preparation of the supervision program then coordination of supervisors with various parties, both from supervisors and those in schools which includes managerial and academic supervision.

II. METHODS

We conducted research using a descriptive qualitative approach. Data were collected through interviews, observations and documentation. Data were analyzed using qualitative data analysis. Moleong (2011) argues that qualitative data analysis is made with data, organizing data, breaking it down into manageable units, synthesizing it, searching and finding patterns, finding what is important and what is learned, and what can be told to other people. Data analysis is usually done in conjunction with the data collection process until conclusions are reached. After that the data can be summarized and analyzed through three stages of activities simultaneously, reduction, conclusions and verification (Miles and Huberman, 2009).

III. RESULTS AND DISCUSSION

A. The Implementation of Managerial Supervision

Based on the results of data analysis conducted, it can be said that the guidance provided by supervisors in the managerial aspect of the principal aims to increase the ability of the principal as manager and administrator, and guidance in the academic aspect, to the teachers related to learning activities including planning, implementation, evaluation of learning and follow-up. School supervisory managerial activities begin with a supervisory program. This becomes the main task for school supervisors in managerial supervision, so that school supervisors can have implementation guidelines for conducting managerial supervision programs. The results of the study showed that the school supervisory program was guided by the results of the previous year's supervision to arrange managerial coaching program.

The supervisory program on managerial aspects addressed to school principals is prepared based on the results of previous year's supervision in coordination with the principals in the target primary schools including the schedule of visiting times. After this has been determined, the supervisor will come to the target school to discuss the

program and make a supervision program for the school. In this case supervisors are assisted by school principals, vice principals and teachers, educational staff as well as committees that support the implementation of supervision programs in schools (Results of interview on 10 September 2019).

The managerial supervision program carried out in primary school Pulau Rimau consists of 1) the implementation of the National Education Standards; 2) principal's performance appraisal; 3) compile reports on the implementation of the supervision program; 4) carry out guidance and training to school principals, teachers and educational personnel; and 5) conduct managerial supervision based on formats and instruments guided by the provisions of the Banyuasin. On the basis of this program the school principal formulated the monitoring and coaching activities that would be carried out in the primary school which became his formation school (Results of an interview with Mr. Kusnandi S.Pd., M.Sc on 10 September 2019).

For the implementation of school quality supervision based on the National Education Standards, the emphasis is on 3 aspects, management, development, facilities and infrastructure. Based on the results of interviews with school supervisors, he stated that the implementation of the supervision program on the management aspect was focused on school management carried out by the principal, this was a particular concern given the importance of good management to achieve the school's goals (Results of the interview with Mr. Kusnandi S.Pd., M.Sc, 10 September 2019).

The work program owned by the principal is formulated based on the needs of the school that is fostered, and the development and monitoring activities carried out in accordance with the work program that was formulated at the beginning of the year. Generally the work program of supervisors does not come out of National Education Standards supervision and guidance, Supervision and guidance of school principals and teachers, and managerial supervision activities based on format prepared by the Banyuasin Educational Office (Results of interview on 10 September 2019). The supervision program carried out by school supervisors in the management aspect is as follows.

Table: Monitoring and Coaching Program on Management Aspects

Programs	Purpose of supervision	Activity Done	Result Expected	Technique Supervision	Indicator Success
Preparation of School Annual Activity Plans	School Annual Activity Plan	1. Assistance Process draft preparation plan Annual School 2. Monitoring finalization of the Plan Annual Activities School and endorsement	Arranged Plan Activity Annual School in accordance with the items program which set on Curriculum School	Assessment standard implementation management using instruments supervision that referring to on Ministry of Education Regulation 19/2007	Arranged Plan School activity will made base Establishment school budget in the form of Activity plan and School Budget

Based on the documentation above, it can be explained that the supervision program at the beginning of the semester related to management places more emphasis on the preparation of the Annual School Activity Plan. The purpose of preparation of the Annual School Activity Plan is accordance with the program items set in the school curriculum. The preparation will be the basis for determining the school budget in the form of an Activity Plan and School Budget. When viewed from the supervision program that has been made what should be done by school supervisors, where school supervisors analyze by looking at the conditions and abilities of the target schools.

Supervision at the beginning of the preparation can minimize the possibility of failure that can occur when the implementation of school activities in the future. Then in the implementation of the school supervisors continue to oversee how the implementation of Annual School Activity Plan Program that has been made carried out in schools. The Annual School Activity Plan Program is an annual program that is always carried out by school supervisors. The results of the Annual School Activity Plan Program in the previous school year have been well implemented in the target schools. The obstacles faced by each target school are different because each school has their own needs. In this case the school supervisor also handles it according to the problems in each school. Matters that became obstacles in the previous academic year were subject to evaluation and consideration in the development of the Annual School Activity Plan Program in the following year (Results of an interview on 10 September 2019, with Mr. Kusnandi S.Pd.,

M.Si as the Regional Coordinator Supervisor of Pulau Rimau).

Then for supervision in the aspects of financing, supervision conducted by school supervisors in the form of receipt, use, and reporting school funding obtained from School Operational Assistance. Based on an interview with Mr. Mustakiron, S.Pd, as the principal of SD Negeri 2 Pulau Rimau, he stated that the role of school supervisors in this case was to provide guidance on how to use School Operational Assistance funds (Results of the interview on September 11, 2019). In conducting supervision on the aspects of financing the school supervisor has prepared and brought supervision instruments. The aspects assessed include financial administration, preparation of the School Revenue and Expense Budget Plan, school financial accountability.

The implementation of managerial guidance for school principals is still not maximal and is only administrative. Possibly because the coaching process carried out certainly takes quite a lot of time while the distance to school is quite far. The considerable distance resulted in the process of implementing the managerial supervision of school principals more on the examination of school administration files such as School Work Plans, Annual Work Plans, Medium Term Work Plans, School Budget Activity Plans, then examination of staffing and student administration archives, examination of the publication of vision, mission, school goals, organizational structure in the form of banners displayed on the wall, and examination of student master books, inventory books, guest books, notice boards, and

school wallboards (Results of interview on 10 September 2019).

Thus, the benefits of supervision related to management by school supervisors have not been felt by the principals of their schools. This was stated by the school principal that, in the implementation of the school supervisors were still monitoring nature, therefore the supervision program was still not much help and became a source of information when the school principal faced obstacles in the school. In addition to the distance to the target schools which is quite difficult to reach, the results of the study suggest that the lack of competence of supervisors in carrying out coaching is one of the obstacles in implementing managerial supervision. Supervisors only understand technical matters such as school administration but supervisors are still unable to carry out coaching in practical matters such as providing solutions to problems in how to improve school quality standards in accordance with National Education Standards, and related to school principal performance (Salwa et al, 2019; Andriani et al, 2018; Apriana et al, 2019).

From the interviews that have been analyzed by us, it is known that supervisors do not yet have a clear program in carrying out supervision and coaching in their target schools. Educational supervisors still use the previous year's planning, there are some things that are no longer relevant as a guide for the implementation of supervision activities. In addition, the coordination of supervisors with school principals in the target schools has not yet led to aspects of coaching because they are still administrative such as the administration reports of principals and teachers.

The above statement was based on the results of an interview on September 9, 2019 with Ms. Solihah, S.Pd.I as the principal of SD Negeri 27 Pulau Rimau, She stated that coaching to the principal was still not running optimally. The coaching routine is still within the framework of administrative reporting which becomes the school routine every year to be submitted to supervisors. Whereas evaluation and follow up has not been carried out optimally by the school supervisor. In short, the activities of school supervisors are still in the context of monitoring and have not yet reached the guidance stage for the school principal.

Supervision programs carried out on the aspect of infrastructure facilities must be achieved and providing direction for the development of school facilities and infrastructure. The role of school supervisors at the beginning of the semester in terms of facilities and infrastructure is more emphasis on the preparation of School Development Plans and procurement of facilities and

infrastructure needed to support the implementation of school curricula.

When viewed from the supervision program on aspects of facilities and infrastructure at the beginning of the semester conducted by school supervisors, the aim is for schools to plan their school development well at the beginning of the new school year. Supervision of school development planning is to bring their target schools towards the development of better schools in accordance with predetermined standards. In terms of developing school facilities and infrastructure, several school principals admitted that they had experienced difficulties in managing them. The limited funds obtained from the School Operational Assistance funds still do not help the needs of school facilities and infrastructure. Because School Operational Assistance is not only used for school facilities and infrastructures, but there are many other school needs that must be met using these funds. This is felt by the principal of each school year.

Supervision of some national education standards conducted by school supervisors can be concluded that, school supervisors have carried out one of their duties and functions as managerial supervisors in schools. Managerial supervision carried out by the school supervisor begins with a supervisory program at the beginning of the new school year. The program created by school supervisors is based on the identification of the results of supervision in the previous year. In its implementation, the school supervisor carries the monitoring instrument to see whether the target school has reached the expected target in accordance with the minimum standards that must be met. In addition, school supervisors continue to monitor programs or plans that have been made by the previous school. In the end, the deficiencies that occur in schools will then be followed up by the school supervisor. Thus, it can be stated that the principal's managerial supervisory activities carried out by the school, have not improved the performance of principals in school management, because supervisory activities on managerial aspects have not been carried out effectively. The instrument also still relies on a format that is not much different from the instruments used in previous years. In addition, there are external constraints that also affect the effectiveness of the work of school supervisors such as the distance of several schools that are quite time consuming and quite difficult to go through.

B. Implementation of Teacher's Development

The results of this study provide a statement that the supervision carried out by supervisors at the Terrific

Elementary School teacher in the Coordinating Region 1 of Pulau Rimau has not been effective, especially in the aspect of coaching and developing activities for teacher's professionalism in the target area. Based on the results of interviews with Mrs. Wasilah, S.Pd as a teacher SD Negeri 2 Pulau Rimau, she stated that academic supervision carried out by supervisors had not yet targeted the aspects of teacher's development. Supervisors are only concentrated on the aspects of teacher's administration. The supervisor's limited knowledge about the guidance aspect might be one of the reasons why the teacher's training program has not been implemented well (results of the interview on 16 September 2019).

Then the results of an interview with Mrs. Hodimah, SPdI, as a teacher SD Negeri 26 Pulau Rimau, she stated that the supervisor had made a class visit, however, there was no concrete follow-up on the learning implementation issues, especially from the follow-up aspects of the findings related to the learning implementation problems (Interview results on 20 September 2019). The results of this interview stated that the training carried out by school supervisors through class visits proved to increase teacher's discipline in carrying out the planning, implementation and assessment of learning programs. The results of the assessment also proved directly to improve the quality of teacher's skill. The implementation of academic supervision submitted by supervisors through classroom supervision has not been focused on improving learning (results of an interview on 9 September 2019 with Mr. Sultoni, S.P.d, teacher in SD Negeri 4 Pulau Rimau).

From the results of this study, it can be stated that the development of school supervisors in the context of improving the quality of learning is constrained by the limited knowledge of supervisors so that in carrying out academic supervision, supervisors have not performed the task optimally. In addition, the communication that exists between the school supervisor and the school principal has not gone well. So the coaching process cannot go on as planned by the school supervisor. Another problem is the large number of teachers who are not balanced with the operational costs of school supervisors, causing less than the maximum training provided by school supervisors.

C. Contribution of Educational Supervisor Performance to Improve Educational Quality

From the results of research, it can be stated that the contribution of the school supervisor's performance to improve the quality of education consists of 2 aspects improving the quality of managerial aspects and improving

the academic quality of the target schools. The contribution of school supervisor's performance to managerial and academic aspects has not yet made a real contribution, especially in the coaching process. Supervision are still administrative both for the principal and for the teachers of Primary School in Pulau Rimau who have become their target schools. We consider that the supervisor's performance is still not supported by clear commitment and adequate competency. Therefore, supervisors still have not shown the maximum role to improve the quality of education in public primary schools in Pulau Rimau.

Based on the results of an interview with Mrs. Wasilah, S.P.d., as teacher in SD Negeri 2 Pulau Rimau, she stated that the evidence of the administration of learning has not been able to be a benchmark for achieving the expected learning quality. Therefore the administrative process is only a formality that the teacher has carried out the entire administration of learning both planning, implementing, and evaluating student learning (Results of the interview on September 11, 2019). Then the results of interview with Mr. Mustakiron SPd as the principal of SD Negeri 2 Pulau Rimau, he stated that on average teachers only prepare administrative tools after coordinating the supervision schedule. Likewise the principal has instructed the school to prepare all administrative apparatus reports such as the school principal's annual program and other reports needed in the supervision activities of the school supervisor (Interview on 17 September 2019).

One of the variables to measure the contribution of school supervisor's performance to the improvement the quality of education is the result of the school supervisor's follow-up actions carried out by supervisors in order to improve the findings of nonconformities or overcome problems found in schools. Follow-up done by school supervisors is corrective and preventive follow-up. This is based on an interview on September 10, 2019, with Mr. Kusnandi S.Pd., M.Sc, as well as the Regional Coordinator Supervisor of Pulau Rimau, he stated that the implementation of the follow-up program was carried out corrective and preventive. Corrective follow-up aims to correct problems that occur, while preventive follow-up aims to address the emergence of problems in the future.

However, the form of follow-up carried out by school supervisors in the form of individual coaching and group coaching has not been carried out properly. This is based on the results of interviews with Mr. Kasro, SPd as a teacher in SD Negeri 4 Pulau Rimau, he stated that the forms of follow-up were carried out in the form of individual

coaching and group coaching such as the teacher working group and the school principal work group and personal coaching has not been done by supervisors continuously due to several constraints such as limited visit time, as well as the large number of teachers that must be fostered as obstacles to the follow-up activities of school supervisors (Results of an interview on 19 September 2019).

This was also said by the principal SD Negeri 27 on September 27, 2019, he stated that the school supervisor had not yet followed up to the program or problem faced by the school. The coaching program and coaching is still left and the principal assist and work on improving performance.

Then the results of interviews with the principal of SD Negeri 4 Pulau Rimau Mr. Supriadi, he stated that the results of the follow-up conducted by the school supervisors had not been very much helpful in increasing the ability, knowledge, quality, and performance of school principals, teachers, and educational personnel. School supervisors have not maximally provided guidance related to improvements in the school (interview results on 23 September 2019). Thus the follow-up as feedback given to principals, schools and education offices and related institutions as consideration for decision making has not gone well in terms of coaching.

Related to the contribution of school supervisor's performance to improve the quality of education, there is still a lack of experience, quality, leadership and professionalism of supervisors. In addition, the absence of incentives from the government makes the lack of motivation from supervisors. Thus, the success of the supervision cannot be separated from the skills of school supervisors. In addition, the obstacle experienced by school supervisors in implementing supervision is the lack of visits in conducting supervision. Then, the level of supervisor's understanding of the implementation of managerial supervisory competencies among supervisors is not uniform. Therefore, school supervisors must develop their skills and strive to innovate so that they can turn problems into solutions to improve the performance of school personnel (Wandasari et al, 2019).

Thus it can be stated that the guidance of the supervisor of the education unit in the context of improving the quality of education in SD Negeri Pulau Rimau have not proceeded properly. School supervisors carry out what they are with their main tasks and functions, supervising. Supervisors also make a report to the Head of the Office of Education about what he has done in accordance with his main tasks and functions, but the report has not been used as a basis to

supervise. Supervision of supervisors that is carried out in a planned and sustainable manner leads to the professional abilities of the supervisors and the development of their careers as functional staff has not been widely implemented.

The results of the study stated that the implementation of supervision had not been carried out to the maximum because of the activity of supervision was dominant in administrative activities and had not an impact on improving the quality of schools, especially in improving the quality of learning. The role of the staff in carrying out its supervising function is indeed not the only factor that can influence the improvement of the quality of primary school education. However, with the implementation of maximum supervision and touching all aspects both in terms of monitoring and follow-up through the coaching process will be very influential to improve the quality of primary school education. Therefore, it is necessary to improve in the future, especially overall guidance and effective coordination carried out by supervisors with the school, both principals and teachers in the supervision process.

IV. CONCLUSION

This paper concluded that 1) the implementation of the supervisory program should be based on managerial and academic aspects as in National Education Standards; 2) the implementation of supervision is still more related to routine administrative activities; 3) there is need to increase the competency of supervisors.

ACKNOWLEDGMENT

We would like to express our special thanks and gratitude to Rector Universitas PGRI Palembang, Rector Universitas Bengkulu, Director of Graduate Program Universitas PGRI Palembang and the teachers of Primary School in Pulau Rimau who gave us the support to do this wonderful project. This project was funded independent. Secondly, we would also like to thank our friends in Management of Education who helped us a lot in finalizing this project within the limited time frame.

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