

The Analysis of School Principal Leadership Style and Supervision Model in Improving of Teacher Performance in Madrasah Aliyah at Jambi City

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Abstract: *School is an organization that is complex and unique, because there are various elements that are interrelated resources and is a place of human cultivation. Whatever form the principal's leadership style should provide motivation to work for the improvement of work productivity of teachers and student learning outcomes. As a supervisor, the principal task is to provide guidance, support, monitoring and assessment in terms of the development of education, improvement of teaching programs to create a better learning situation. For that, we need teachers who have adequate scientific capacity, passion, commitment and high performance. This study uses a quantitative approach with survey method. The results of this study showed that the overall (average) types of school leadership in Madrasah Aliyah in Jambi typeautocratic about 44.5%, about 22.3% Democratic type, and the type of laissez-faire as much as 35%. The models were run supervision of school principals is the conventional model of approximately 33.4%, scientific models22.3%, clinical models as much as 33.4%, and Artistic models as much as 11%. Furthermore, the performance of teachers in the categories of "being" as much as 48%, "low" as much as 29%, and the category of "high" 13%. Therefore, there needs to be training for principals, especially related to leadership, organization and supervision of education and teacher performance. This meant that the principals understand completely and thoroughly associated with those aspects that affect the performance of teachers and education services, particularly in Madrasah Aliyah.*

Keywords: Leadership Style, Model Supervision, teacher performance, Madrasah

1. Introduction

1.1. Leadership Style

One of the unique and complex organizations in the world of education is schools. Schools are called complex, because in these institutions there are a variety of resources that are interrelated. As is unique, because in the institution is the place of human cultivation. This is consistent with the view Wahjosumidjo (2011) that the school is an organization that is complex and unique, because there are various elements that are interrelated resources and is a place of human cultivation. Because of the complex and unique, then the school needs a leader capable of using a variety of available resources and to know and understand the processes of education in depth. It is necessary to ensure the school is achieving its goal of human cultivation.

The school principal as supreme leader in educational institutions called schools, the principals should be able to empower the human resources (teachers and staff) for improving student learning outcomes. Therefore, the principal must be able to motivate teachers and staff to work optimally, so that the vision and mission of the school. Tabrani (2000) states that school leadership should provide motivation to work for the improvement of work productivity of teachers and student learning outcomes. Thus the principal buffer must be completely accounted for. The responsibility is very important and determine the level of student learning outcomes. In addition to the productivity and morale of teachers is also influenced by the school principal.

In the lead, the principal always has its own style of its leadership. Style or model of school leadership is very typical. Model or style of leadership that is applied by the principal in leading educational institutions have a very important role and determine the quality of plans, processes and graduates. This is consistent with the explanation of the Department of Education (1999) that the leadership model adopted by the principal as leader in the school plays a very important and decisive in improving the quality of learning. This is because the principal as decisive and ultimate policy makers at the school. Therefore, principals are expected to have the ability to apply the appropriate leadership model, according to the state of the school. In this case the principal is expected to affect teachers and staff lead. This is in accordance with the understanding of leadership, namely as a way to influence, encourage, guide, direct and mobilize subordinates to achieve the goals set.

Relation to the model or type of leadership, in general Maman (1968) says there are six types of leadership, namely: (1) the type of personal leadership, that all actions carried out always by holding cash in person. In this system the entire directives or instructions made orally or directly by the leader, (2) the type of non-personal leadership, the leadership that everything is done through subordinates or media non-private, either in the form of plans, orders and supervision, (3) type authoritarian leadership, that leadership is tight, meticulous, orderly and earnest demand every subordinate to doing the existing rules as well as any instructions or orders must be obeyed by the subordinates, (4) the type of democratic leadership, is a leadership that its leaders consider themselves as part of his group and together with the group responsible on the implementation of a common goal. Therefore all the members participate in all

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activities, planning, implementation, monitoring and assessment. Each member is regarded as a valuable potential in achieving the goal, (5) the type of paternalistic leadership, the leadership with a grandfatherly influence in leadership and group relationships. The goal is to protect and to provide direction and it as father to his son, (6) the type indigenous leadership, leadership is usually arising from a group of people who have specific areas of expertise.

Correspondingly, Lewin (1986) also mentioned that there are three types of leadership, namely: (1) the type of autocratic, this type can be seen from the characteristics of a leader who works hard, earnest, thorough and orderly and all instructions should be followed by subordinates, (2) the type of democratic, this type can be seen from the characteristics of the leader who always considers himself part of the group and tried to be responsible about the implementation of organizational goals, leaders will continue to involve all members in every activity, planning, implementation, monitoring and assessment, and (3) type of laissez-faire, this type can be seen from the delivery of full responsibility to subordinates to complete the jobs which they are responsible, leaders will only accept reports the results of the work of subordinates and not overly intervene and did not take the initiative, so the whole job depends on the initiative and the initiative of subordinates, thus this leadership will provide ample room for subordinates to work freely, independently without a hitch.

Based on the above it is understood that each type has its own advantages leadership alone. Therefore, the principal leader at the school level should have leadership skills appropriate to the situation and condition of the school that he led. With exactly the type of leadership that is implemented by the principal, the goals and expectations of the school would be more easily achieved.

1.2. Models of Supervision

One of the main duties of the principal as a leader is to perform its role as a supervisor. In relation to supervision, the principal task is to provide guidance, support and supervision as well as the assessment of teacher-related problems associated with the development of technical education, teaching in the improvement of teaching programs and educational activities. This is in accordance with the opinion of Sukirman (1999) that as a supervisor, the principal task is to provide guidance, support, monitoring and assessment in terms of the development of education, improvement of teaching programs to create a better learning situation.

As according Soetopo and Wasty (1998) chief duties as a supervisor is to manage all aspects of the school curriculum in force in order to run smoothly and cannot give results that correspond to predetermined targets. Aspects of the curriculum in question is: (a) helping teachers devise, implement and assess the activities of the learning program, (b) assist teachers in preparing teaching and learning activities, (c) assist teachers in assessing the process and outcomes of teaching and learning, (d) helping teachers in assessing student learning outcomes and (e) helping teachers to translate the curriculum into teaching.

In line with the above opinion, in the manual implementation of educational supervision (2000) stated that the purpose of education is to improve the supervision and development of the teaching-learning process in total. This means that the goal is not only to improve the quality of supervision for Master, but also foster the growth of the teaching profession in a broad sense including the provision of services, leadership and fostering good human relations to all parties concerned.

Associated with supervision, Sahertian (2000) dividing the model of supervision into four forms, namely: (a) the conventional model, (b) scientific mode, (c) a clinical model and (d) artistic model. More fully, the four models are described as follows:

a. The conventional model/model of traditional

Supervision conventional models usually occur during the authoritarian rule and feudal so that its leaders will be autocratic and corrective. Therefore, the conventional model of supervision will be done by way inclined to find fault. Behavior supervision is inspected to look for and find errors, sometimes be spied. Looking-car fault in fostering or counsel against the principles and objectives of educational supervision. As a result, teachers will feel dissatisfied, indifferent and aggressive / against.

b. scientific models

Scientific model of supervision is supervision carried out according to scientific principles. Thus supervision has these characteristics: (1) conducted planned and continuous, (2) systematically using procedures and certain techniques, (3) use of data collection instruments, (4) the objective data obtained from real life situation (5) the results of supervision given to teachers as an effort to improve the teaching program.

c. Model clinical supervision

Clinical supervision is supervision focused on improving teaching through systematic cycle, both in terms of planning, observation and analysis of intensive and meticulous about the appearance of the real teaching. Clinical supervision aims to: (1) to make changes in a rational manner, (2) help teachers reduce the gap between the real teaching behaviors with the behavior of an ideal teaching.

d. artistic supervision models

Supervision artistic model, the supervision on the basis of the art of human relations. It is based on the fact that the root is a skill and an art. Thus it concerns the supervision of working for the others, working with the other, working through the others, therefore, the relationship with others is a key element so that mutual trust, mutual respect are the foundations of the supervision of artistic model.

1.3. Teacher performance

The process of learning is at the core of the educational process at school. The quality management of the learning process will determine the quality of student learning outcomes. The learning process is managed well will tend to create a good student learning outcomes, and vice versa, the learning process is not managed properly will tend to create

optimal learning results. Ha is in accordance with the opinion of Rembun, et al. (2013) that the learning management will determine the quality of the learning outcomes of students.

Relation to the management of quality learning, the teacher's role is very important. Teachers are planners, implementers and assessors of the learning process. For that, we need teachers who have adequate scientific capacity, passion, commitment and high performance. With the character of the teacher any error that may occur in the learning process will be reduced, so that student learning outcomes will tend to be better. In short, to improve student learning outcomes is needed teachers who have high performance.

According Tabrani, et al (2000) the performance of the teacher is to implement the learning process, both inside and outside the classroom, in addition to working on other tasks, such as working on the administration of the school administration of learning, implementing guidance and services to students and conducting the assessment. As Mitrani (1995) defines the performance is how far someone has played its role in implementing the strategy of the organization, both in achieving specific goals targeting of individuals and organizations. While McClelland (1997) mentions that the performance as a reflection of a person's overall perspective in setting goals achievement. From these definitions, it is understood that high performance is needed in the world of education

As described above, that the high performance of teachers needed to guarantee the quality of the learning process. This is consistent with the results of research Bahri (2009) which states that a significant difference between the ability to teach, work environment and work motivation on teacher performance. Additionally, Susanto (2012) also mentions that the competence of teachers, school leadership and teacher motivation effect on teacher performance.

Additionally, Yamin and Maisah (2010) stated that some of the factors that affect a person's performance, among others: (1) personal factors, which include: knowledge, skills, abilities, self-confidence, motivation and commitment has, (2) leadership factor, include: aspects of quality managers and team leaders in providing impetus, guidance and support the work to subordinates, (3) factors of the team, including the quality of support and encouragement given colleagues in a team, confidence in the members, compactness and the closeness of the team members, (4) the system factors, including working system, working facilities given by the leadership, organizational processes and work culture in the organization and (5) contextual factors, including stress and environmental changes internal and external.

In improving the performance of teachers, principals as the supreme leader at the school level should work hard to help, directing, encouraging teachers to always work optimally. With its position as the number one in the school, the principal's role in improving teacher performance becomes very important. Without direction, encouragement and guidance of the principal as a leader, teacher performance will be relatively low. This is as result of research Kiswanto (2010) which states that leadership and positive

communication and significant influence on employee performance and communication have a more dominant influence. Therefore, it can be understood that the role of the principal in establishing positive communication also important.

Referring to the above description, it can be said that the successful leader is a leader who is able to improve performance, both individually and as a group/organization. Therefore, principals need to know, the indicators of teacher performance. According Tabarani (2000) there are several factors that support the performance of teachers, namely: (1) motivation of teacher performance, was a push to do their job properly derived from themselves, (2) the work ethic, is the spirit of change in implementing the tasks that teachers continue sought to modernize the ways performance of its duties, (3) the working environment of teachers, is the environment in which the teacher on duty, both the physical environment as well as non-physical environment, (4) the duties and responsibilities of teachers.

To see how far the teacher's performance, there are some indicators that can be seen, according to Sudjana (2004), performing teachers can be seen from some of the following indicators: (a) control of the material to be taught, (b) able to manage the program of teaching and learning, (c) able to manage the class well, (d) use of media and learning resources appropriately, (e) to master the foundations of education, (f) to manage the interaction of teaching and learning (g) assess student achievement, (h) recognize the functions and programs guidance and counseling, (i) identify and administer the school and (j) understand the principles and interpret research results.

Based on the description of the three concepts (the leadership model, the types of supervision and teacher performance) above, the focus of this study is to answer the questions: (1) how the propensity models of school leadership Madrasah Aliyah in Jambi based on the opinions Lewin?, (2) how the tendency of the type of supervision that is run by the school principal, and (3) how the level of teacher performance with the model and the type of supervision?

Based on the above, which is associated with leadership styles, models of supervision and teacher performance, the main focus of this research is to answer the question how school leadership styles and models of supervision in improving teacher performance Madrasah Aliyah in Jambi ?. Therefore the aim of this study was to determine the leadership style that is run by the school principal and supervision models in an effort to improve the performance of teachers at these schools.

2. Method

This study uses a quantitative approach with survey method. Data three variables, namely, the leadership model, the type of supervision and teacher performance is obtained by giving questionnaire respondent to be filled are the end result of the score. Scores were obtained and analyzed. For variable model of leadership, scores obtained to determine the model of school leadership in the opinion of Lewin

(1986), namely: (1) the type of autocratic, (2) democratic type, (3) the type of laissez-faire. The type of supervision that is run by the head of the school which is based on the opinions Sahertian (2000), namely: (a) the conventional model, (b) mode of scientific, (c) a clinical model and (d) artistic model, is also determined based on the score obtained from respondents ie the principal. Teacher performance data obtained from respondents (teachers) to determine the level of teacher performance, which are grouped into the performance of High, Medium and Low.

The instrument used to obtain the data compiled and developed by the researchers based on indicators of each variable. For variable model of leadership and supervision of the principal types of instruments in the form of a question with free answers. Analysis of the answers will be known principal leadership model and the type of supervision implementation. While the instrument to variables teacher performance in the form of questions with multiple-type questions chose with as many as 30 pieces (maximum score 90). Therefore, the decision-making state teacher performance based on the score obtained. Teachers with a score of 61-90, categorized performing "high", the teacher with the score 31-60 to perform "moderate" and teachers with a score of 0-30 performing "low"

The respondent in the study consisted of two groups, namely, the principal (variable models of leadership and the type of supervision) and teacher (performance variables). Thus the population for the first group (the principal) is the whole head Madrasah Aliyah in Jambi, while the teachers are all teachers Madrasah Aliyah in Jambi. Total principal who described respondents in this study is as much as 18 principals consist of public schools and private schools. As for teachers, to be sampled is the principal teacher to be sampled, each as much as 5 teachers, thus the total number of teachers is 90 people.

3. Results and Discussion

3.1. The tendency of the Principal Leadership Model

Analysis of the data questionnaire given to the respondent (the principal) Madrasah Aliyah in Jambi obtained the following data:

Table 1: Trends Principal Leadership Model

<i>Principal Leadership Model</i>	<i>Number of Principal</i>	<i>Information (school code)</i>
Autocratic Type	8	1, 2, 5,8,10,13,14,16
Democratic type	4	4,6,12 and 18
Laissez-fairetype	6	3, 7, 9,11, 15, 17
Total	18	

According to the table 1, it appears that the general (average) types of school leadership in Madrasah Aliyah in Jambi type Autocratic, as many as eight of the principal or approximately 44.5%. The principals of type Autocratic is a school with a code 1,2,5,8,10,13,14 and 16. For Democratic type consists of 4 principal or approximately 22.3%, which is the school with the code 4,6,12 and 18, while the type

Laissez-fairemany as six principals, or approximately 35%, ie schools with code 3, 7, 9,11, 15 and 17.

Lewin refers to the opinion that the type Autocratic leadership is characterized by leaders who are working hard, earnest, thorough and orderly and all instructions must be obeyed by his subordinates. Thus, it is understood that, in general, the head of Madrasah Aliyah in Jambi has character work seriously, namely: hard-working, conscientious in performing his duties, conscientious leadership in the management and orderly administration. With these characters, it can be predicted that in general the headmaster wanted their compliance subordinate to him.

In addition, with these characteristics mean that the involvement of teachers in decision-making for the advancement of a relatively small school. This happens because they, all decisions related to progress fully to the school principal. Therefore, this model of leadership may lead to dissatisfaction of teachers who then can result in lower performance of teachers, especially in public schools.

Madrasah Aliyah leadership type Democratic amounted to about 22.3%. The leadership has the characteristics: (1) the leader who always deem himself part of the group, (2) trying to be responsible about the implementation of organizational goals, (3) leaders will continue to involve all members in every activity, planning, implementation, monitoring and assessment. With these characters, then the teachers at the schools will have a high level of involvement in the leadership process.

Schools with Democratic leadership type, will involve more members in decision making. Thus, every member in this case is the teacher, will be fully involved in planning school programs, implement school programs and to evaluate these programs. The member of organization's involvement in decision-making will have an impact on the high sense of responsibility to the members of these programs, so that each member will optimally pursue the achievement of the program. In this case it can be said that the type of leadership allows an increase in teacher performance.

Leadership type of laissez-faire as much as 35%, this type can be seen from the character: (1) the delivery of full responsibility to subordinates to complete the jobs which it is responsible, (2) the leader will only receive reports the results of the work of subordinates and not too out intervene and did not take the initiative, (3) the entire job depends on the initiative and the initiative of subordinates, (4) These leaders will provide ample room for subordinates to work freely, independently without a hitch.

Schools with a laissez-faire type of leadership, positively give an opportunity to members to freely work and independently without a hitch. However, the breadth of the opportunity given to members of the leader can have a negative impact. For members with low creativity and initiative will not be able to do optimally. This is because leaders do not provide encouragement and motivation and direction to subordinates. In addition, the negative impact of this leadership is that the opportunity provided leadership could be occasions of unfair competition among members,

this situation of course would be catastrophic for an organization. Therefore, the school principal model of laissez-faire type of leader was about to be cautious in accepting the report subordinates

3.2. Type Supervising Principal Trend

Table 2: Type tendency Supervising Principal

Supervision Model	Principal Number	information (school code)
Conventional Model	6	2, 8,10,13,14 and 16
ScientificModel	4	4,6, 9 and 18
ClinicalModel	6	3, 7,11, 12, 15 and 17
ArtisticModel	2	1 and 5
Total	18	

Based on Table 2, it can be seen that in general the head of Madrasah Aliyah in Jambi has a tendency to supervise the conventional model, as many as six schools, or approximately 33.4%. School heads are conventionally carry out supervision of the school with the code: 2, 8,10,13,14 and 16. The principal who carry out supervision Scientific models as much as 4 people or about 22.3%, which is a school with a code number: 4, 6, 9 and 18. From Table 2, it is also seen that the principal Madrasah Aliyah in Jambi conducting clinical supervision model with as many as six people, or about 33.4%, which is a school with a code number 3, 7,11, 12 , 15 and 17. While the principal conducting supervision Artistic models as much as two of the principal or approximately 11%, which is a school with a code 1 and 5.

Referring to Table 2, it appears that the amount of the principal conducting supervision Conventional models and clinical models are equally as many as 6 or respectively of 33.4%. This indicates that, in general, the principal still believes that supervision is the absolute right of the principal (authoritarian). This is in line with the opinion of Sahertian (2000) that the supervision of the conventional model is authoritarian and feudal so that its leaders will be autocratic and corrective. In addition, the data also show that in exercising supervision, the model is applied to the head of the school is conducting inspections to search and find fault subordinates. This model can cause inconvenience teachers in performing their duties.

Furthermore, Table 2 also shows that as many as 6 people principal or as much as 33.4% in compliance with the model Clinical supervision. This means that the principal focus on the main issues, namely schools, teaching and learning. As Sahertian opinion (2000) that clinical supervision is supervision focused on improving teaching through systematic cycle, both in terms of planning, observation and analysis of intensive and meticulous about the appearance of the real teaching. With these data, the mean headmaster wanted their improved education services to learners.

As for the supervision of the Scientific models, as in Table 2 are as many as four people, namely the principal with the code 4,6, 9 and 18. Supervision by the model as the opinion of the Scientific Sahertian (2000) have scientific characteristics: (1) implemented in a planned and continuous, (2) systematically using specific procedures and

techniques, (3) use of data collection instruments, (4) the objective data obtained from the real situation, (4) the results of supervision given to teachers as an effort to improve the teaching program. Therefore, these data indicate that as many as 22.3% of principals carry out supervision in a planned, purposeful, continuous, objective and provide the results of supervision to the teacher concerned to be used as material improvement in future learning program.

Table 2 shows that as many as two principals, conducting supervision model Artistic supervision. Artistic model of supervision, supervision is done on the basis of the art of human relations. It is based on the fact that teaching is a skill and an art. Thus it concerns the supervision of working for the others, working with the other, working trough the others, therefore, the relationship with others is a key element so that mutual trust, mutual respect are the foundations of the supervision of artistic model. Thus there are as many as 11% head Madrasah implementing supervision by promoting human relations.

3.3. Teacher Performance Level Madrasah Aliyah in Jambi

Table 3: Trend of Teacher Performance Madrasah Aliyah in Jambi

Teacher Performance	Number of Teacher	Percentage (%)
High (score 61-90)	12	13%
Medium (score 31-60)	44	48%
Low (score 0-30)	34	29%
Total	90	100%

Based on Table 3, it appears that the overall performance of teachers Madrasah Aliyah in Jambi is in the category "medium" is as much as 48%, followed by the performance of the category "low" as much as 29%, and the remaining 13% performing "high". The data shows that in general, the performance of teachers in these schools still need to be improved.

The dominance of teacher performance category "medium" and "low" indicate that in general teachers Madrasah Aliyah in Jambi was still weak in terms of mastering the teaching materials, managing the learning programs, assess student achievement and so on. This is consistent with the indicators of the performance delivered by Sudjana (2004), that the performing teachers can be seen from the following indicators: (a) control of the material to be taught, (b) able to manage the program of teaching and learning, (c) capable of managing class well, (d) use of media and learning resources appropriately, (e) to master the foundations of education, (f) to manage the interaction of teaching and learning (g) assess student achievement, (h) recognize the functions and program guidance and counseling, (i) identify and administer the school and (j) understand the principles and interpret research results. Based on the data in Table 3 above, then the principal as supreme leader had to work hard to help, directing, encouraging teachers to always work optimally. Therefore, the principal can perform a variety of coaching programs that allow the improvement of teacher performance, such as leadership and effective communication, as stated by Kiswanto (2010) that the

leadership and positive communication and significant influence on employee performance.

If connected between the three variables, namely the type of leadership, models of supervision and teacher performance, it is suspected that one of the causes are still relatively low performance of teachers is because many principals that lead to the type of Autocracy. Where the type of leadership that tends to turn off the creative power of employees (teachers) and may cause dissatisfaction of teachers to leadership.

In addition, the implementation of the general supervision performed by the principal with Conventional models, also suspected to be the cause is still relatively low performance of teachers. Supervision conventional models which tend to be looking for any misunderstanding and authoritarian attitude will lead to resistance to the supervisor teacher (principal) and lead to apathy. This apathetic attitude of stiff resistance and then push the low performance of teachers.

4. Conclusions and Recommendations

4.1 Conclusion

Based on the above, it can be some conclusions, namely:

- a) Type of school leadership in Madrasah Aliyah in Jambi general type Autocratic, namely are 8 principal or approximately 44.5%. For the type of Democratic consists of 4 principal or approximately 22.3%, while the type Laisser-faire many as six principals, or about 35%.
- b) In general, the head of Madrasah Aliyah in Jambi has a tendency to supervise the conventional model, as many as six schools, or approximately 33.4%. Principals who carry out supervision Scientific models as much as 4 people or about 22.3%, the principal conducting clinical supervision model with as many as six people, or about 33.4%, while the principals conducting supervision Artistic models as much as 2 heads schools, or approximately 11%.
- c) The average teacher performance Madrasah Aliyah in Jambi is in the category "medium" is as much as 48%, followed by the performance of the category "low" as much as 29%, and the remaining 13% performing "high".

4.2 Suggestion

Based on these data and analysis, there are several things that need to be suggested in this study. The suggestions include:

- a) Need to do more in-depth study, namely the statistical test, correlation and impact of supervision conducted principals on teacher performance.
- b) There needs to be training for principals, especially related to leadership, and supervision of education and teacher performance. This meant that the principals understand completely and thoroughly associated with those aspects that affect the performance of teachers and education services, particularly in Madrasah Aliyah.

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