

# TEACHER PERCEPTION RELATION OF SCHOOL PRINCIPAL AND WORK ETHIC WITH JOB SATISFACTION

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## *Abstract*

This research aims to determine the relationship of perception teacher towards school principals supervision and work ethics with the work satisfaction of MAN 3 Stabat. This study used correlational statistics with respondents as many as 78 teachers. The data collection is obtained through questionnaires. The data is analyzed by using simple correlation techniques, regression, double correlation and partial correlation. The findings of the studi are a positive relationship between: (1) The teacher's perception of the principal's supervision with a  $r_{y^1}$  of 0.668 with a regression equation  $\hat{Y} = 45.68 + 0,59X_1$ , (2) working ethic with a  $r_{y^2}$  of 0.7313 regression equations  $\hat{Y} = 45.13 + 0,59X_2$  and teacher perception of supervision and work ethic jointly with the work satisfaction with  $r_{y^{12}}$  of 0.7310 with regression  $Y = 43.1191 + 0.001 X_1 + 0.591 X_2$ . The magnitude of the partial correlation between teacher perception towards principal supervision ( $X_1$ ) with teacher work satisfaction ( $Y$ ), when teacher's work ethic ( $X_2$ ) is considered constant is 0.405 and partial correlation between work ethic ( $X_2$ ) and teacher's work satisfaction ( $Y$ ) when the perception teachers to the supervision of the principal ( $X_1$ ) is considered constant is 0.594. The results of this study concluded that the higher the perception of teachers on the school principal's supervision and work ethics is the better job satisfaction.

***Keyword: Supervision, Job Satisfaction, Work Ethic***

## INTRODUCTION

The education is one aspect of development as well as an absolute requirement to realize national Pambangunan. Therefore, education has a strategic position in all respects the development of human resources. The teacher is a human resource that holds the most strategic position because it is an interaction with the students, therefore it is necessary to improve the quality of teachers to become professional personnel and make teachers as a workforce worth noting, valued and recognized by its professionalism.

The job satisfaction demonstrates the general attitude of an individual to his or her work. A high-satisfaction attitude demonstrates a

positive attitude of work, a person who is dissatisfied with his job shows a negative attitude towards his work (Robins, 2003:68). The high job satisfaction signifies that a school organization has been well managed with effective management. The job satisfaction relates to the suitability between a person's expectation and reward provided. The teacher work satisfaction impacts on work achievement, discipline and work quality. The teachers who are satisfied with their work will spur to do the job properly. Conversely, poor work, less passionate teaching, low performance is a result of teacher dissatisfaction over the organization's treatment of him. The teacher satisfaction is an important target in human resource management, because directly or indirectly affects the productivity of work. A symptom that makes damage to the school's organizational condition is low in the teacher's work satisfaction. Such symptoms arise as there is a lack of capacity, laziness of work, low quality of teaching, low performance, number of teacher complaints, declining levels of teacher discipline and other negative symptoms. The high job satisfaction signifies that a school organization has been well managed with effective management. The high level of job satisfaction indicates the suitability between teacher expectations and the rewards provided by the organization.

In order to improve the teacher's performance then the factor to note is job satisfaction. Attention to the satisfaction of teachers' work, will support the execution of tasks with full responsibility. To do so, the headmaster is obliged to guide and nurture teachers according to their duties and responsibilities. Teacher coaching and mentoring can be done through the supervision of the headmaster. This is clearly stated in one of the principal competency standards of supervision. In carrying out the duties of the principal as a supervisor must act on the basis of scientific rules to improve the quality of education. Supervisors foster academic quality improvement through the creation of better learning situations in both physical and non-physical environments. Also in his leadership, the headmaster should be able to understand, overcome and facilitate the shortcomings that occur in the school environment.

Other wise, the fact of the observation in the Madrasah located in Rayon MAN 3 Stabat Langkat District, there are still many teachers whose job satisfaction is low. The high attendance level indicates a low indication of teachers' work satisfaction. This causes the teachers to be less satisfied in their work. There are also teachers who are less satisfied because of the lack of complete learning facilities and infrastructure. The lack of

satisfaction of teachers' work seemed to be of insufficient desire for the teachers to excel, they worked only limited to carrying out his obligations as teaching teachers in the classroom.

The supervision is the assistance given by the headmaster to the problem of teachers, especially in academic or teaching. The principal's supervision is one of the principal's duties in fostering teachers through surveillance functions. The supervision performed by the headmaster is essentially the coaching of the teacher by providing guidance and advice instead of seeking the mistakes of the teacher. The guidance by the headmaster to solve the education problems faced by the teacher together. If the teachers have a good perception of supervision performed by the headmaster, the teacher will receive advice and counsel given by the principal, then the teacher will be able to correct the shortcomings so that the teacher will be able to teach well. The conversely, if the teacher has a poor perception of advice and counsel given by the principal, the teacher will ignore the advice or counsel given by the principal, resulting in the teaching of the teacher less than good.

In addition to the supervision of the headmaster, the thing that can cause a sense of contentment in work is work ethics. Ethics is often also called moral philosophy and is a branch of philosophy that talks about human action in relation to the main purpose of life. Ethics respects cultures that have long been a pattern of community role. Ethics question How human beings should act that is determined by the various norms that become the human habit itself. While the ethics of work are by teachers in working and interacting in school, the atmosphere of a good school climate will make the teacher feel happy, calm in work and give job satisfaction to the teacher. Conversely, if the ethics of work does not are and become a are and run rules will undoubtedly foster a less conducive school climate, do not cultivate a feeling of calm and pleasure for teachers will even cause work stress for teachers and will not create a sense of contentment in teachers.

The realization of good work ethic for teachers provides job satisfaction and in turn will help to improve the quality of learning, more supported by the professionalism of the teacher and various other factors that support it. Based on the problems, research needs to be done to know the level of work satisfaction teacher MAN 3 Stabat and the alleged related factors, namely supervision of the principal and work ethics.

## LITERATURE REVIEW

The job satisfaction according to Mathis and Jackson (2001:98) is a positive emotional state of evaluating one's work experience. Work discontent appears when these expectations are not met. For example, if a workforce expects safe and clean working conditions, the workforce may become dissatisfied if the workplace is unsafe and dirty. Meanwhile, according to Davis and Newstrom (2002:208). Job satisfaction can be viewed as an overall attitude, or it can apply to the various parts of an individual's job. Job satisfaction is a set of employee feelings about the fun or absence of their work.

There is an important distinction between these feelings and other elements of the employee's attitude. Job satisfaction is a relatively displeased or unhappy feeling that differs from objective thinking and behavioral desires. Malayu (2007:202) defines job satisfaction is an emotional attitude that pleases and loves his work. This attitude is reflected by work morality, discipline and achievement. Job satisfaction enjoyed in work, out of work, and combination in and out of the job. Rivai (2003:248) expressed job satisfaction is the valuation of the worker about how far his work overall satisfies his needs.

According to the opinion Wexley & Yukl (1992:136) expressed job satisfaction is the way a worker feels his work. Job satisfaction is generalization of attitudes towards work based on various aspects of his work. The research conducted by Gibson (1991:150) Expresses job satisfaction is a positive and negative attitude that individuals have for various aspects of work, workplace, and colleagues. Based on some of the experts' opinions can be concluded that the teacher's work satisfaction is a reflection of someone's pleasant feelings about his work based on teacher expectations in return given by the Organization/school where Work. Teachers' work satisfaction is demonstrated by teacher attitudes in teaching. If the teacher feels satisfied with the conditions that affect it, then he will teach well, otherwise if the teacher is not satisfied or disappointed by the circumstances that affect him then he will teach with his heart. From some of the opinions above, the teacher's job satisfaction is the feelings of a person's teacher about the various aspects of the skeleton that exist in a particular school. Those feelings that led to the teacher were positive or negative about the work.

The perception which means vision, the power response understands/responds to something. The opinion by Rivai (2003:234), expresses perception is a person's process of understanding his

environment involving organizing and interpretation as a stimulus in a psychological experience. Meanwhile, Thoha (2008:98), reveals that in fact, perception is the cognitive process experienced by everyone in understanding information about its environment, whether through vision, hearing, passion, feeling and smell. The key to understanding perception is that it lies in the introduction that it is a unique interpretation of the situation rather than a correct recording of the situation. Subsequently Kemp and Dayton (1985) in Prawadilaga (2004) stated that perception is a process by which one realizes the existence of its environment and the world surrounding it. From the descriptions and opinions above, it can be concluded that perception is a person's view, judgment, and response to the surrounding situation that could affect someone in thinking, assessing, working and acting Someone against something.

The school as an educational organization, supervision is part of the administration and management process. Supervision activities as a last function complement the functions of the administration in the school, which is the assessment of all activities in achieving the objectives, by knowing the conditions of the determinations of success in detail and accurately, can precisely what is needed to improve the quality of the organization in question.

In the opinion of Sagala (2011:196) stated that the principal that is formally commissioned by the government to carry out the task of the supervisor must understand exactly what help the teacher needs to implement and improve Professional quality. The headmaster as a supervisor in implementing supervision to be effective, there must be a planned program so that the purpose of supervision can be achieved. Rifa'i (1992:20) formulates the term supervision is a professional supervision, which is more specifics in observing the academic activities that base on scientific ability and approach more demanding. Democratic and humanistic professional skills by supervisors.

Further Purwanto (2003:76) described that supervision is a coaching activity planned to help teachers and other school officers in doing their work effectively. Glickman in Suryana (2009:10), defining academic supervision is a series of activities helping teachers develop their ability to manage learning processes for the achievement of learning objectives. Academic supervision is an effort to help teachers develop their ability to achieve learning objectives. In line with the above definition, Sagala (2006:232-233) explains that supervision is an aid to the teacher to perform

the teaching task. There are five standards of principal competency that must be held in implementing the school, namely personality competence, managerial competence, entrepreneurship competence, supervision competence, and social competence. Based on a few opinions from the explanation above, it can be concluded that the principal's supervision is the school's head coaching process to the teacher in order to improve the teaching learning process.

According to the above theories it can be concluded that the principal's supervision is a service of help and guidance to the teacher in order to improve and improve the skills of the teacher doing teaching learning activities that include Supervision programs, arranging schedules and implementation of supervision. Bertens (2007:4) says that "ethics" means science of what is commonly done or the science of customs. ethics originated in ancient Greek. The Greek word "ethos" in the singular has many meanings, which are ordinary dwellplaces, pasture, stables, customs, customs; morality, character; Feelings, attitudes, ways of thinking, and in the form of the hour "Ta Etha" which means that the customs or customs that Aristotle is referred to as the background of the term ethics and already used shows moral philosophy. Similarly, Sagala (2011:151) defines the ethics as follows, ethics is one of the philosophy branches that deepen the question of morality, ranging from the basis of the language used, ontology, and the nature of knowledge of ethics or morals.

Furthermore, Sagala (2010:10) says that everyone has an inner attitude that is in accordance with the norms of ethics. In this sense ethic relates to a good habit of living, that is, to a person or whether in a society or community. Ethics is sourced on prevailing norms. The most fundamental source is religion, as the source of belief in the most human, philosophy of life, culture of society, scientific discipline and profession. So ethics help man or someone to act a good and accountable. If a person or lecturer can deepen the ethics in daily activities so that it will form a high ethical work, behave well and dare to make the right decision and the answer. People can play many of the roles expected in life including employees or lecturers or leaders at their respective workplace. Similarly, Tasmara (2000:14) says that work ethics is the attitude, views, habits, traits or characteristics of how to work that a person has, a class or a nation. High ethical work is certainly impactful or influential in high performance as routine is not boring and still exist on the job. While ethics according to Colquitt. LePine, Wasson (2009:219) expressed ethics reflects the degree in

which a person's behavior is a holder of authority in accordance with the moral norm in general, when employees feel at high ethical levels, they believe that the things are done are right.

From the description and explanation above it can be said that the work ethic is a behavior or pattern of conduct or behavior of a person to do or act either according to the rules or norms applicable in an activity or place or Organization to be accepted by the environment in order to achieve the desired objectives. The ethics in question is ethically behaved in the workplace which includes: discipline, honesty, responsibility, well-behaved, motivating, and following the prevailing norms or rules.

## **METHOD**

This research was conducted in four Madrasah in Rayon MAN 3 Stabat. The time schedule is planned from the beginning of December 2018 to February 2019. This research is backed by the observation results in the Madrasah located at Rayon MAN 3 stabat, there are still many teachers whose satisfaction is low. The high attendance level indicates a low indication of teacher work satisfaction. This causes the teachers to be less satisfied in their work. There are also teachers who are less satisfied because of the lack of complete learning facilities and infrastructure. The lack of satisfaction of teachers' work seemed to be of poor desire for the teachers to excel, they worked only to carry out their obligations as teaching teachers in the classroom.

This research is quantitative approach with the research methods used is research into the description of a correlative study. The collected data is processed and analyzed by simple correlation, regression, double correlation and partial correlation. The correlative research is intended to know whether there is a relationship between two or more variables, research with a correlative study will be able to predict the relationship between the free variables of the teacher's perception of the headmaster's supervision (X1), and working ethic (X2) with a bound variable that is teacher work satisfaction (Y). Arikunto (2006:120) suggests that the absence of an ancar, when the subject is less than a hundred, it is better taken all, so the research is a population study. Next if the subject is large, it can be taken between 10%, 15% or 20%, 25% or more. The considering the above statement, because the number of population (the teachers) is less than 100 people, then the whole population in this research is used as a sample in the number of 78 teachers in MAN 3 Stabat. To strengthen the validity of

the data from the findings and to maintain the validation of the research have been on the test of the linearity, homogeneity and normality.

## RESULTS AND DISCUSSION

The analysis of the description found that generally the perception of teachers about the supervision of the headmaster is categorized as medium, work ethics classified as category and job satisfaction teachers belong to medium category. From the simple correlation analysis and partial correlation found a positive and meaningful relationship between the teacher perceptual variables about the headmaster's supervision by the job satisfaction teacher. It can be seen from a large simple correlation between  $X_1$  with  $Y$  ( $r_{X_1Y}$ ) = 0.446. These results are consulted with the  $R_{table}$  with  $N = 75$  at a significance level of  $5\% = 0.227$ . With  $r_{X_1Y} = 0.446$  obtained  $T_{count} = 4.253$ . This result is consulted with  $N = 75$  in the significance of  $5\% = 1.67$ . The calculation result with partial correlation obtained  $r_{y^1, 23} = 0.421$ . These results are consulted with the  $R_{table}$  with  $N = 75$  at a significance level of  $5\% = 0.227$ . with  $r_{y^1, 23} = 0.421$  obtained  $T_{count} = 6.118$ . This result is consulted with  $N = 75$  in the significance of  $5\% = 1.67$ . Thus the hypothesis of the research proposed that there is a positive and significant relationship between the teacher perception about the supervision of the headmaster with the satisfaction of the teacher's work can be accepted and tested truthfulness. A substantial contribution to the relative perception of teachers about the supervision of a school principal with job satisfaction teachers is 40.55%, while large contributions are effectively given the teacher's perception of the supervision of the headmaster with job satisfaction teachers is 15.51%.

Based on the data analysis above can be concluded that there is a positive and significant relationship between the perception of teachers about the supervision of the headmaster with the satisfaction of the teacher's work, where the more positive the perception of teachers will the supervision of the head School, the higher the level of teacher work satisfaction. The supervision of the headmaster is very important for the advancement of the school. As a leader, a school principal must have a strong influence among teachers and all school citizens. The leadership of the headmaster should also be supported by good management skills. The activities of the principal as a leader are indicated by involving teachers in each activity; Convene a meeting to develop a plan or education policy with the teacher; Provide a clear assignment or commandment to the teacher; Give help/feedback and constructive criticism to the teacher;



Strive to always complement the tools of school supplies, and always cooperate with the surrounding environment. The education plan is conducted and aims to achieve the goals that are expected together, namely the success of the school in educating the students and developing the professionalism of teachers.

As a supervisor, the principal must know, understand and master the educational objectives that have been set together. Principal activities as supervisors are demonstrated by supervising the process of teaching and learning activities; Give feedback, suggestions or criticisms that build on the teacher's treatment of students; Supervise and advise on the implementation of teaching and learning conducted by teachers; Provide insight and feedback on teacher learning outcomes; Provide special time to teachers in the creation of teaching program devices; Provide freedom to the teachers in the preparation of the annual program as well as make room for teachers to conduct discussions in order to increase professionalism. As a supervisor, the headmaster will always strive to help teachers improve themselves in the field of profession. For example observing a class to help teachers find a way out of deprivation in the process of teaching and learning activities; encourages teachers to pursue further studies for the improvement of its competence; reminds teachers to always collect credit figures and assist teachers in finding new innovations in educational renewal. Therefore, a school principal openly receives advice, feedback and criticism from all parties. This effort is done to better know the needs to enhance the quality of students' teaching, as well as an effort to improve teacher's professional skills.

With robust management and leadership skills, the headmaster will have a strong influence among teachers. It will appear in the work of teachers in the field of learning planning. Leadership of the headmaster will be seen when he gives teachers time to plan, organize and create teaching program devices. For example Planning, preparation and manufacture of annual programs, Semesteraan programs, weekly programs, syllabus, learning preparation plans, assessment systems and student worksheets. The teacher's work satisfaction will increase with the leadership and service provided by the headmaster. The harmonious relationship between the two creates a conducive atmosphere in achieving the goals to be expected together. With directional, integrated, innovative and structured learning planning, the teaching and learning activities will be better and more developed. The headmaster as a leader means he has a big responsibility for the success of his school.

Therefore, resource limitations and time constraints are not a barrier to the headmaster to continuously improve the quality of their supervision. The leadership of the headmaster is seen when in the program/education plan of all teachers involved and responsible for the results of the Joint Meeting. It will also appear when the headmaster cooperates with the surrounding environment to promote and enhance the quality of school teaching and education.

As a leader, the principal must give clear orders then the success of the school will be achieved. The headmaster will also not hesitate to rebuke, give criticism and input to the teacher. As a supervisor, the principal must give teachers freedom to conduct teaching and learning activities. The headmaster is not dictator, which requires teachers to conduct learning strategies according to the principals' wishes. Each teacher has their own characteristics, so in conducting teaching and learning activities. The disadvantages and weaknesses of the teacher were analyzed, the assessment of the teacher was then processed, concluded to be then made a way out of the problem.

The headmaster will always be able to observe the class and the teaching teachers. Observation was performed by the principal to assess the success of teachers in managing classes. The headmaster should also give advice, feedback and criticism that builds teachers. For example, in terms of learning activities, the creation of teaching media/props, and the follow-up of the assessment of learners. As headmasters, they must try to complete school tools and equipment for smooth teaching. The headmaster must also provide special time to respond, giving input and criticism that builds teachers so that teachers feel cared for, more passionate in carrying out their duties as teachers.

The implementation of learning will be more precise and more effective when the teacher explains the basic competency/competency standards to students. Teachers must also set teaching objectives at the beginning of the learning activities, with the goal setting, students will focus more on the lesson. A teacher must also be able to, develop and analyse the teaching materials themselves. Of course, the teaching material must be in accordance with the existing curriculum. In addition, teaching and learning strategies applied by teachers should also utilize the teaching media available at the school.

The use of this media is done so that the learners know more, knowing and experiencing their own teaching activities. Furthermore, at the end of the learning implementation, conducting study evaluation,

assessment and follow-up (remedial & enrichment) of the process of implementing this learning will be the benchmark of teacher success in teaching. In previous research conducted by Aisyah A.R. et al (1996) showed that there is a positive and significant relationship between the school principals' supervision and teacher work satisfaction. Based on these findings it is advised that the headmaster maintains a harmonious relationship with the teachers, conducting meetings, supervising, guiding directly in solving the problem of the teacher in relation to his duties in implementing of the teaching and learning activities.

Also found a positive and meaningful relationship between the working ethics variable and the job satisfaction. It can be seen from a large simple correlation between X2 with Y ( $r_{X2Y}$ ) = 0.524. These results are consulted with the  $R_{table}$  with N = 75 at a significance level of 5% = 0.227. With  $r_{X2Y}$  = 0.524 obtained  $T_{count}$  = 5.256. This result is consulted with N = 75 in the significance of 5% = 1.67. Then from the calculation result with partial correlation obtained  $ry^2$ , 13 = 0.499. These results are consulted with the  $R_{table}$  with N = 75 at a significance level of 5% = 0.227, with  $ry^2$ , 13 = 0.499 obtained  $T_{count}$  = 8.390. This result is consulted with N = 75 in the significance of 5% = 1.67. Thus the hypothesis of the research proposed that there is a positive and significant relationship between work ethics and the satisfaction of the teacher's work is acceptable and tested. The relative contribution given to the work ethic with the teacher's work satisfaction is 59.45%, while a large amount of effective donations given by the work ethic with teacher satisfaction are 22.74%.

The work ethics is a person's personal comfort about whether a behavior, action, or decision is true or false. To further optimize the work satisfaction of the teacher one of them is to have a good work ethic. If a person's work ethic is good in the environment of his organization it will be able to reflect on the satisfaction and performance of a person with the opposite. Work ethics always relate to the good habits of life, that is to do either on oneself or to others or to a group of people or within the organization. The findings are also in line with the opinion by Keraf (1993:20) It is said that ethics is a critical and rational reflection of the values and moral norms that determine and manifest in the attitudes and patterns of human life behavior, both personally and as Group. It means that with the ethics of one being understood how to act on rational grounds and good judgment. The importance of ethics in working greatly affects the satisfaction and the performance, because with the good work ethic of a teacher then in question will understand what he should do

according to his responsibilities as an educator Professional and certainly be a guideline for teachers to relate to both their work and those involved in their work because working ethics help teachers or anyone else to act in good and accountable justified. The findings were also further strengthened by the research conducted by Hidayat (2009) on the influence of organizational commitment on employee performance with Islamic work ethics as moderator variables, where the results found that work ethics had Impact on employee performance.

In addition it found a positive and significant relationship between the teacher perception on the supervision of the headmaster and the work ethic jointly with teachers ' work satisfaction with correlation coefficient of  $R_y(123) = 0.383$ ; whereas the  $R_{table}$  with  $N = 75$  and the equivalent of 5% significance is 0.227. Thus the price of  $R_y(123) > R_{table}$  ( $0.383 > 0.227$ ). Furthermore, a correlation test is performed by using test-F, with  $R_y(123) = 0.383$  obtained  $f_{count} = 14.658$ . The price of  $F_{table}$  for  $N = 75$  at a rate of significance of 5% is 2.65. Because  $F_{count} > F_{table}$  ( $14.658 > 2.65$ ) It can be said that the research hypothesis proposed is that there is a positive and significant relationship between the teacher's perception of the school principal's supervision and work ethics together. Work satisfaction teachers can be accepted and tested in truth. Thus the teacher's perception of the school principal's supervision and work ethics jointly contributed 61.8% to the teacher's work satisfaction, and the remainder determined other circumstances.

## CONCLUSION

There is a significant and meaningful relationship between the teacher's perception of the supervision of the headmaster with the job satisfaction of Guru Rayon MAN 3 Stabat, which means the higher the perception of teachers about the supervision of the headmaster then the higher also the job satisfaction teachers Rayon MAN 3 Stabat. There is a significant relationship and meaningful work ethic with the job satisfaction of the teacher Rayon MAN 3 Stabat, meaning the higher the work ethic then the higher the work satisfaction teacher Rayon MAN 3 Stabat. There is a significant and meaningful relationship between the perception of teachers about supervision principals and work ethics with the job satisfaction of teacher Rayon MAN 3 Stabat, which means the higher the perception of teachers about the school principal's supervision and work ethics is increasingly is also the work satisfaction of the teachers Rayon MAN 3 Stabat. The headmaster, should improve the supervision to

teachers by empowering all potential teachers have so that they can provide optimal service as educators.

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