

## The Influence of Academic Supervision and Principal Leadership on the Professionalism teachers

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### Abstract

This research aims to identify and describe: 1). academic supervision of teacher professionalism; 2) the influence of the principal's leadership on teacher professionalism, 3) the influence of academic supervision and the leadership of the principal on teacher professionalism. This research uses the descriptive quantitative method. The population in this study were 47 teachers at SMP Negeri Sinar Peninjauan District. The data collection techniques used were questionnaires and documentation. Data were analyzed using simple linear regression formulas and multiple linear regression. The results showed that: 1) There was a significant effect of academic supervision on professionalism; 2) There is a significant influence of principal leadership on teacher professionalism; 3) There is a significant effect of academic supervision and principal leadership on teacher professionalism. The magnitude of the influence of academic supervision and principal leadership together on teacher professionalism is 73.2% and the remaining 26.9% is influenced by other factors.

**Keywords:** *Academic Supervision, Principal Leadership, Teacher Profesionalism*

### INTRODUCTION

Education is considered the most important aspect of nation-building. The back and forth of a nation is greatly influenced by the quality of its education. The higher the quality of education of a nation, the more it will support the achievement of that nation's progress. Improvements to the quality of education through standardization and professionalization that are being carried out today require the understanding of various parties to the changes that have occurred in various components of the education system [1]. Various regulations ranging from Laws, Government Regulations, Ministerial Regulations, to Regional Regulations issued are a manifestation of the seriousness of the government towards issues of the world of education as an instrument of national development. Various efforts have been made by the government to improve the education system, including fixing institutional patterns of fostering and developing teacher professionalism as one of the front lines driving the advancement of Indonesian education.

The meaning of education is an effort made deliberately and systematically to motivate, nurture, assist, and guide someone to develop all their potential so that they achieve better self-quality [2]. Various efforts in realizing the success of education are of course carried out continuously in the framework of the development of a nation.

Related to the leadership of educational institutions. Leadership is the art and skill of a person in utilizing his power to move his subordinates to carry out certain activities directed at predetermined goals. Leadership can also be defined as the process of influencing organized group activities towards goal setting and achievement.

The principal is an educational leader who has an important role in developing educational institutions, namely as the controlling holder in educational institutions. The principal is also directly responsible for the implementation of all types of activities and forms of regulations that must be implemented by both teachers and students. Principals must also be able to carry out their functions as educators, managers, administrators, supervisors, leaders, innovators, motivators [3]. The principal as a formal leader in the world of education must be able to carry out his leadership duties, namely having to know,

understand, and understand all matters relating to school administration management, developing school facilities and infrastructure, coaching teachers, administrative staff, and other personal educational institutions. , and make plans related to teaching programs, student affairs, teacher guidance, curriculum development, and development of intracurricular and extracurricular student activities.

One of the competencies that the principal must have is the competency of supervision, which includes planning academic supervision programs to increase teacher professionalism, implementing academic supervision of teachers using appropriate supervision approaches and techniques, and following up on the results of academic supervision of teachers to increase teacher professionalism. To support these competencies, the principal must have the knowledge and skills in planning, implementing, and following up supervision to improve school quality. To improve teacher quality, principal supervision activities through service activities and guidance by providing opportunities for teachers to develop professionally.

Supervision is an activity that must be carried out by a leader about the leadership role they carry to maintain the quality of the products produced by the institution. It aims to improve quality and performance. With guidance and assistance, the quality of existing human resources can always be maintained and improved [4]. In the supervision process, supervisors can act as a source of information, a source of ideas, a source of guidance in various ways to increase teacher professional abilities. Supervision as coordination, the principal as a supervisor must lead many teachers/staff who each have their duties and responsibilities.

Supervisors must ensure that each teacher can carry out their duties properly in a cooperative work situation. Supervision as an evaluation, to determine the ability of the teacher to be fostered, an evaluation is needed so that the supervision program fits the teacher's needs. Besides, through evaluation, it can also be seen that the teacher's ability after receiving assistance and training from the supervisor [5]. The principal's job is to foster and guide the sustainable growth of teachers so that they can carry out their duties as well as possible in a professional manner.

Teacher professionalism is a level of one's performance in carrying out work as a teacher which is supported by skills and a code of ethics. Teacher professionalism is often associated with three factors that are quite important, namely: teacher competence, teacher certification, and teacher professional [6]. According to Mulyasa, qualified professional teachers are teachers who can create a learning climate in the classroom, can manage to learn, can provide feedback and reinforcement, and have the ability to improve themselves [7]. Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating student learning outcomes [8]. According to [5] the professional duties of teachers include educating, teaching and training/guiding, as well as researching (research). Professional teachers are teachers who have intellectual intelligence, moral intelligence, emotional intelligence, motor intelligence.

There are three characteristics of teacher professionalism: *First*, a professional teacher must master the field of science that he will teach well. *Second*, a professional teacher must have the ability to convey or teach his knowledge to his students effectively and efficiently. *Third*, a professional teacher must adhere to a professional code of ethics. Teachers must have a strong interest in carrying out their duties following the principles of teacher professionalism that are required Professionalism is an expertise that a person has in a certain field and has been able to contribute to his professionalism (science ) to people in need. Professional teachers are teachers who are truly experts in their fields and can carry out their duties properly and at the same time have high competence and commitment in carrying out their duties and responsibilities. According to [9], some of the efforts to increase teacher professionalism that can be done include first, understanding the demands of existing professional standards, second, achieving the required qualifications and competencies, third, building good and broad career relationships including through professional organizations. Fourth, developing a work ethic or work culture that prioritizes high-quality

service to constituents, Fifth, adopting innovation or developing creativity in the use of the latest communication and information technology so that they are always not left behind in their ability to manage to learn.

There are four characteristics of an effective teacher. *First*, having abilities related to the classroom learning climate. *Both* abilities are related to learning management strategies. *The third* ability is related to providing feedback and reinforcement. *The fourth* has abilities related to self-improvement [10]. Teacher professionalism has an important role in improving the quality of education because teacher professionalism guarantees protection for the welfare of the general public, is a way to improve the image of the educational profession which has been considered by some people as low, providing the possibility of self-improvement and development that provides the best possible service and maximizes competence. So that the professionalism of teachers can play a very large role in improving the quality of education because teachers are an important component in the learning process [11].

Teachers have a dual-task, namely as teachers and educators. As a teacher, the teacher is tasked with pouring many learning materials into the brains of students, while as an educator the teacher is tasked with guiding and fostering students to become capable, active, creative, and independent human beings. Therefore, this tough task of a teacher can only be carried out by teachers who have high professional competence. However, in reality, many of the teachers are suspected of not meeting academic qualifications and inadequate performance. Performance is itself workability and work performance which is manifested in the quantity and quality of work results shown by teachers in carrying out their duties [12]. These difficulties can trigger the teacher not to focus on the work they are doing so that the teacher carries out his task of giving the students less optimal head teaching.

Supervision will be said to be meaningful if the principal guides teachers to improve their professionalism, especially in improving the quality of teacher knowledge and skills which have an impact on improving the quality of education in schools. The teacher is a determinant of learning success because the components in the learning system are predominantly determined by the teacher [13]. Professional teachers in the learning system of the future are multi-competent, multi-literate, national-minded, and global-minded teachers to produce competitive graduates [14]. Another study states that there is an influence of the principal's leadership on teacher professionalism at SMP Negeri Sumberejo, Tanggamus Regency. The better the leadership of the principal, the better the professionalism of the teacher [15]. The success of implementing education in schools cannot be separated from the role of supervisors, school principals, and teachers. The teacher's main task is to teach and help students solve learning problems and their personal and social development. The principal leads teachers and students in the learning process and helps overcome the problems at hand. Supervisors supervise and assist school principals, teachers, and students in overcoming problems encountered during the educational process [16].

From several theories and results from several studies, it is necessary to see what is happening in the field with make observations as an initial stage. From the results of observations made at SMP Negeri Sinar Peninjau District, it is found that several problems still occur that often affect the increase in teacher professionalism in schools. These problems include: (1). The lesson planning has not been designed and prepared optimally by the teacher, (2). In the implementation of learning that is carried out, some teachers are still dominant using conventional methods, (3). From the results of the interview, it was found that the professionalism of teachers was less than optimal and there were almost 30% of teachers who were less active in carrying out their roles as teachers, (4). The teacher has a busy life outside of his professional duties which disrupts his main duties as a teacher, (5). Work ethic and teacher motivation are still low, (6). There is still a need for more optimal school leadership to raise teacher professionalism, (7). the leadership of school principals that have not supported the professional development of teachers, (8). Supervision by supervisors that

is carried out only touches the physical aspects, (9). Academic supervision has not been carried out optimally, (10). Teacher professionalism in SMP Sinar Peninjauan subdistrict is still low. The problem is that if further research is not carried out it is thought that it can affect teacher professionalism and the quality of learning in schools.

## METHOD

This research uses quantitative descriptive methods, namely, the data obtained is realized in the form of numbers and analyzed based on statistics [17] with the type of correlational research. This study aims to see the relationship between one variable and another. Correlation research is part of research *ex-post-facto* because usually, researchers do not manipulate the state of the existing variables and directly look for the existence and level of relationship between variables reflected in the correlation coefficient [18]. Ex-post facto research is similar to experimental research, only in ex-post facto research there is no controlling variable, independent variables are not manipulated, and there is no treatment. [19]

The population in this study consisted of teachers at the State Junior High School, Sinar Peninjau District. The sampling in this study used *probability sampling*. *Probability sampling* is a technique *sampling* to provide equal opportunities for each member of the population to be selected as a sample member [20]. Sampling was done by using a *proportionate stratified random sampling technique*. Sampling in this way was carried out because the population had elements/members that were not homogeneous and proportionally stratified. Therefore, in sampling using *proportionate stratified random sampling*. From this technique, the sample was determined as many as 47 respondents. The independent variable is teacher professionalism (Y) and the dependent variable is academy supervision (X1) and principal leadership (X2). Data collection techniques in this study using a questionnaire or questionnaire.

Testing the validity and reliability of this instrument was given to respondents who were not research samples as many as  $\leq 25$  respondents. The validity test uses the corrected item-total correlation with SPSS. A question item is said to be valid if the value of r-count is the value of the corrected item-total correlation  $>$  from the r-table. With a critical number of table correlation of 5%.

A reliability test is carried out as a data collection tool if it gives the same measurement results for a symptom at different times. From the description, this reliability testing was analyzed with SPSS using *Cronbach's Alpha* coefficient of reliability (*reliability*) of 5%.

Data analysis began with the prerequisite test. The prerequisite test is a test to measure the indication of whether or not there is a deviation in the data for each variable. Also, this prerequisite test is needed to determine whether data analysis for hypothesis testing can be continued or not [21]. Testing the truth of the hypothesis in this study using simple and multiple linear regression. For this reason, there are several types of tests as statistical prerequisites that must be met in multiple linear regression analysis, namely the normality test, linearity test, and multicollinearity test.

Partial test using simple linear regression and followed by t-test which aims to test whether each independent variable, namely Academic Supervision (X<sub>1</sub>), and Principal Leadership (X<sub>2</sub>) have a significant effect on the dependent variable, namely Teacher Professionalism (Y) partially by using **Simple Linear Regression**. This is to determine whether there is an effect of independent variables on the dependent variable partially by using the following formulations :

$$\hat{Y} = a + bX + \epsilon$$

Simultaneous testing in this study uses multiple linear regression and is followed by the F test through the SPSS program which aims to determine the effect of variables *independent* (academic supervision and principal leadership) together on the variable *dependent* (professionalism). teacher). Using **Multiple Linear Regression**. This is to determine whether there is an effect of academic supervision and principal leadership on teacher professionalism by using the formulation:

$$\hat{Y} = a + b_1 X_1 + b_2 X_2 + \epsilon$$

criteria for testing the hypothesis, namely: if the probability value (Sig.) > A (0.05) then Ho is accepted, or if the probability value (Sig.) < A (0.05) then Ho is rejected.

## RESULTS AND DISCUSSION

### Partial Test (t-Test)

Partial hypothesis testing uses the t-test which aims to test whether each independent variable, namely the effect of academic supervision (x1), has a significant effect on the dependent variable, namely teacher professionalism (Y) partially. The results of this hypothesis testing can be seen in Table 1 below:

**Table 1. Academic supervision t-test against**

Coefficients <sup>a</sup>					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	-76,028	18,218		-4,173	,000
Supervisi_Akademik	1,682	,173	,823	9,715	,000

a. Dependent Variable: Profesionalisme\_Guru

Based on the calculations in Table 4.7 above, a simple linear regression equation is obtained as follows:

$$\hat{Y} = a + bX_1$$

$$= 76.028 + 1.682 X_1$$

the table above shows the probability value (0.000) < α (0.05), so it can be concluded that H<sub>a</sub> is accepted. That is, there is an effect of educational supervision on teacher professionalism.

**Table 2. Test of the principal's leadership on teacher professionalism**

Coefficients <sup>a</sup>					
Model	Unstandardized Coefficients		Std Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	26,359	9,653		2,731	,009
Kepemimpinan_Kepala_Sekolah	,747	,096	,756	7,753	,000

a. Dependent Variable: Profesionalisme\_Guru

Based on the calculations in Table 4.9 above, a simple linear regression equation is obtained as follows:

$$Y = a + bX_2$$

$$= 26.359 + 0.747X_2$$

the table above shows the probability value (0.000) < α (0.05), so it can be concluded that H<sub>a</sub> is accepted. That is, there is an influence of the principal's leadership on teacher professionalism.

**Table 3. Multiple Regression**

Coefficients <sup>a</sup>					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	-56,809	17,961		-3,163	,003
Supervisi_Akademik	1,182	,231	,578	5,129	,000
Kepemimpinan_KepalSekolah	,335	,111	,339	3,004	,004

a. Dependent Variable: Profesionalisme\_Guru

Based on the calculations in the table above, a simple linear regression equation is obtained as follows.  $Y = a + bX_1 + bX_2$   
 $= 56,809 + 1,182X_1 + 0,335X_2$

To see the effect of independent variables on the dependent variable using the F test which can be seen in the table To see the effect of independent variables on the dependent variable using the F test which can be seen in the table

**Table 4. F-Test Result ANOVA<sup>a</sup>**

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	4529,966	2	2264,983	60,113	,000 <sup>b</sup>
Residual	1657,864	44	37,679		
Total	6187,830	46			

a. Dependent Variable: Profesionalisme\_Guru

b. Predictors: (Constant), Kepemimpinan\_Kepala\_Sekolah, Supervisi\_Akademik

The results of the calculation in the table above obtained a probability value  $(0.000) < \alpha (0.05)$ , also, for the F value <sub>calculated</sub> of 60,113 is greater than F (0.05) (2:50) of 4.02 so that  $H_a$  be accepted. That is, there is a significant influence between academic supervision and principal leadership together on teacher professionalism. To find out the magnitude of the influence of educational supervision and principal leadership on teacher professionalism can be seen in the table below:

**Table 5. Coofisience Determination Model Summary**

R	R Square	Adjusted R Square	Std. Error of the Estimate
,856 <sup>a</sup>	,732	,720	6,138

a. Predictors: (Constant), Kepemimpinan\_Kepala\_Sekolah, Supervisi\_Akademik

The results of the calculation of the coefficient terminated in the table above can mean that the influence of academic supervision and principal leadership on teacher professionalism is 73.2%, the remaining 26.8% is influenced by other factors that are not included in the variable variables in this research.

### 3DISCUSSION

#### The Effect of Academic Supervision and Principal Leadership on Teacher Professionalism

In general, there are two types of supervision carried out in the world of education, namely managerial supervision related to school administration and academic supervision related to the implementation of the educational process in schools. Academic supervision in education aims to provide professional services and assistance to teachers in facing various obstacles as long as the teacher is carrying out his duties as an educator. Also, academic supervision assists teachers in translating the ever-changing curriculum into a process of planning, implementing, and evaluating learning. Three elements can carry out academic supervision in schools, namely school supervisors, school principals, and teachers who are experienced in their fields of expertise. The strategic role of school supervisors, school principals, and experienced teachers as a supervisor is also in line with research conducted by [22] which state that the task of supervision is focused on supervisors whose position is closest to the teacher

and the field of work at school. With the supervision of a good principal, it will support a good work atmosphere which then results in teacher morale to achieve organizational goals.

Academic supervision activity is not an assessment of teacher performance, which only measures the quality of teachers in fulfilling their main tasks and functions for accreditation purposes. In this case, academic supervision activities are a series of activities to help teachers develop their ability to manage the learning process for the achievement of learning objectives. Thus, in essence, academic supervision does not at all assess the performance of teachers in managing the learning process, but rather helps teachers develop their professional abilities. Even so, academic supervision cannot be separated from the assessment of teacher performance.

The same thing was also concluded in the research of [23], which said that teacher performance appraisal in managing the learning process was a process of estimating the quality of teacher work in managing the learning process.

Academic supervision and leadership of school principals are needed in improving teacher professionalism. The results showed that there was a positive and significant influence between academic supervision and the principal's leadership on teacher professionalism. This was evidenced by the value of the hypothesis testing results obtained by the probability value (0.000) smaller than the  $\alpha$  value (0.05), also, for the  $t$  value  $_{count}$  (9.715) is greater than  $t_{table}$  (1.686) so it can be concluded that  $H_a$  is accepted. That is, there is an effect of academic supervision on teacher professionalism. The amount of influence of academic supervision on teacher professionalism is 67.7%, the remaining 32.3% is influenced by other factors that are not variables. This is also supported by research conducted by Muhajirin, Prihatin, and Yusuf (2017: 176), who say that there is a significant positive influence between the principal's academic supervision on teacher professionalism. The better the implementation of supervision carried out by the principal, the better the professionalism of teachers in the school. Based on the description above, it can be concluded that the better the academic supervision, the better the teacher professionalism, and conversely the lower the academic supervision, the lower the teacher professionalism.

### **The Influence of Principal Leadership on Teacher Professionalism**

States that the principal is responsible for the implementation of educational activities, school administration, another educational coaching, and the utilization and maintenance of advice and infrastructure. The role of the principal is very important so that the principal must have competence in various aspects, to improve the delivery and quality of education. This is the same thing conveyed by [24], the results of their research state that the principal also understands that the academic supervision activities carried out are not only shown to assess teacher performance in managing the teaching and learning process but also to help teachers in increasing the professionalism of teachers.

Hypothesis testing results obtained probability value (0.000) is smaller than the value of  $\alpha$  (0.05), also, to value the (7.753) greater than  $t_{table}$  (1.686) so it can be concluded that  $H_a$  is accepted. That is, there is a significant effect of principal leadership on teacher professionalism. The magnitude of the influence of the principal's leadership on teacher professionalism was 57.2%, the remaining 42.8% was influenced by other factors that were not variables in this study. The same thing has also been emphasized in research conducted by [25] that there is a positive influence between the leadership of the principal and the performance professional of teachers of SMP PGRI 1 Palembang.

Based on the description above, it can be concluded that the better the principal's leadership, the better the teacher professionalism, and conversely the lower the principal's leadership, the lower the teacher professionalism.

## The Influence of Academic Supervision and Principal Leadership on Teacher Professionalism

The results showed that there is a positive and significant relationship between academic supervision and principal leadership with teacher professionalism, this is evidenced by the value of the hypothesis testing results obtained by the probability value (0.000) is smaller than the value  $\alpha$  (0.05), also, for the value F-count of 60,113 is greater than F (0.05) (1:53) of 4.02 so that  $H_a$  is accepted. That is, there is a significant influence between academic supervision and principal leadership together on teacher professionalism. The same thing has also been researched by [26], that academic supervision and leadership of school principals affect teacher performance. The difference is in the research that is focused on teacher performance. If the teacher's performance is good, it will lead to teacher professionalism.

The magnitude of the influence of academic supervision and principal leadership together on teacher professionalism is 73.2%, the remaining 26.9% is influenced by other factors that are not included in the variables in this study. Many factors influence teacher professionalism, including academic supervision and principal leadership, which are essentially the result of the interaction between these various factors, including the supervision of teachers and the leadership of school principals and teacher professionalism, where the results of this study also show that academic supervision and principal leadership make an effective contribution of 73.2% on teacher professionalism. [27], also concluded in his research that the principal's leadership factor of 70.1% is the dominant factor affecting teacher professionalism, the rest is influenced by other factors that exist in the teacher and the school environment.

Thus academic supervision and leadership of the principal jointly influence teacher professionalism. The better the academic supervision and leadership of the principal, the better the professionalism of the teacher.

## CONCLUSIONS

This research shows that: 1) There is a significant effect of academic supervision on the professionalism of teachers in SMP Negeri Sinar Peninjau District; 2) There is a significant influence of school principal leadership on teacher professionalism in SMP Negeri Sinar Peninjau District; 3) There is a significant effect of academic supervision and principal leadership on teacher professionalism in SMP Negeri Sinar Peninjau District. The magnitude of the influence of academic supervision and principal leadership together on teacher professionalism is 73.2%, the remaining 26.9% is influenced by other factors.

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