

# The Development of Academic Supervision Based on Modeling (ASBM)

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**Abstract:** This paper aims to explain the academic supervision-based modeling. Academic supervision is a series of activities to help teachers develop their ability to manage the learning process for the achievement of learning objectives. The essence of academic supervision is by no means assessing teacher's performance in managing the learning process, but rather putting effort into assisting teachers in developing their professionalism. The modeling concept that has been mentioned above is adapted in the application of academic supervision activities, especially in several stages, especially modeling as a form of feedback and observing the model (peer or supervisor) in modeling / learning activities.

**Keywords:** Supervision, Academic, Modeling, Teacher, Learning.

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## 1. INTRODUCTION

Supervision is a strategic effort in helping teachers improve the competence of the field of learning. Masaong (2012) suggests that supervisor supervision is the most strategic aspect of indirect contact with the professional competence of teachers. Glikman in Masaong (2012) states that the supervisor is the teacher so that the process and learning outcomes of learners can not be separated the three components of education that is supervisors, teachers, and learners.

In line with the above, the findings of Pidarta, Bafadal, and Maisyarah, et al (in Muslim, 2010) revealed that there is a significant relationship between teaching supervision and the improvement of teachers' teaching ability. In addition, the results of research conducted by Ruhayati (2009), Setiyono (2005) shows the role of supervision greatly determine the quality of learning and teacher performance. Komariah (2010), Khair, (2008), Daryono (2011), Salimuddin (2011), Trismanto. (2011), Sudiaroso (2006), Mariana (2008) and Gurnam (2007), suggested that there is an innovative model in the implementation of supervision of learning. In addition, Winaryati (2013) concludes that one way to improve or improve the quality of classroom learning services is the evaluation model of peer teacher evaluation. Fred (2011) states induction assistance is required for novice teachers (low ability) in improving learning in the classroom.

Although supervision is very important in efforts to improve teachers' teaching skills, the reality in the field is that many teachers do not like supervision or reluctance to be supervised. Teacher's reluctance to be supervised is generally due to the fact that the supervision experienced tends to have less positive impact. Supervision is even psychologically influential, depression and sometimes a burden to teachers. Makawimbang, J.H. (2011) states that supervision is less realistic because it is equated with control or supervisory work, so teachers become restless and afraid, supervision requirements come from non-teacher supervisors, many teachers are afraid to be supervised even though supervision is part of the education process. In addition, according Sagala (2012) that the reality shows that supervision does not meet the teacher's desire in improving the learning condition because the dominant is bureaucratic administrative. In line with the above Semiawan in Imron (2011) states that some of the barriers to the success of supervision are supervision confirming administrative aspects, more behavioral supervisors from top to bottom, underutilized teacher potential, and rigid and authoritarian stance difficult supervisors altered.

So far academic supervision still often does not solve the problem effectively. One reason is that the implementation model is less effective. Being in supervision is still dominant and instructive rather than developing the capacity of teachers through the help of problems and solving findings by the teachers themselves or giving good examples or models as teachers' inspiration in developing their abilities (Cave, A. 2010).

Academic supervision with a clinical model commonly used in assisting teachers in improving teaching skills including teaching skills. Areheson & Gall in Makawimbang (2011) suggests "Clinical Supervision aims to help teachers minimize the gap between real teaching behavior and ideal teaching behavior." Academic supervision of clinical models is usually carried out with the initial meeting stages, classroom observation and end / Although the reversal phase of the concept is clear that an atmosphere must be established so that teachers do not feel put on trial and that teachers find problems and solutions and develop their own capacity, in practice it gives the supervisor an opportunity to perform this stage does not solve teacher problems Exposure results tend to judge teachers as a result of lectures or explanations of weaknesses by supervisors This is consistent with the tendency of the supervisor to show his greatness exposing the problem so as to explain in detail the problems or weaknesses as well as solutions that occur in the p teacher learning roses. Sometimes the supervisor is satisfied if acknowledged by the teacher is able to show it, although in fact his role in supervision is not appropriate (Team Compiler Module, 2005). This can happen because in supervision, supervisors have an opportunity to explain / expose / put forward the results of observation to the supervisor so that the supervisor feels judged and the purpose of supervision is not reached.

Based on the above description then one alternative to be able to minimize the supervisor behavior is reversed designed with modeling (showing a good model example). The reversal stage in the form of this modeling has the characteristic that the behavior of teaching skill which is shown by the model will be inspired by the teacher. The repetition stage is done by showing the practice of teaching skill which is considered difficult or problematic for the teacher by good model so that the supervisor's opportunity in giving direction, explaining, or lecturing the teacher decreases. This modeling is carried out with procedures developed by directly inspiring or comparing teacher teaching behaviors with the model shown. This process is utilized by the teacher in learning the weaknesses and practicing developing the teaching skills through the model shown. Thus, the supervisor's explanation is limited to collaborative reinforcement and inference.

This paper aims to; became one of the inputs for the development of theory related to academic supervision, became one of the inputs for the development of theory related to the theory of social learning that is modeling, enriching the concept of the concept of improving the quality of teachers' teaching skills through academic supervision.

## 2. ACADEMIC SUPERVISION

### **The nature of academic supervision:**

Supervision according to the objectives or objects of the material are generally differentiated into two types: academic supervision and managerial supervision. Based on the Regulation of the Minister of National Education Number 12 Year 2007 regarding School Supervisory Standard / Madrasah, supervisor supervision competence in two dimensions are academic / instructional supervision and managerial / administrative supervision. Academic supervision relates to planned activities aimed at qualitative aspects of the school by assisting teachers in improving the quality of learning. Academic supervision focuses on supervisor observations on academic activities, in the form of learning both inside and outside the classroom. While managerial supervision focuses on the observation on the aspects of school management and administration that serves as a support (support) implementation of learning. Following the variables in this study, then discussed only related to academic supervision. The nature of academic supervision can be explained in the following description (Paturroman P., and Suryana A.A. 2011).

Glickman in Sudrajad (2013) states, "academic supervision is a series of activities to help teachers develop their ability to manage the learning process for the achievement of learning objectives. The essence of academic supervision is by no means assessing teacher's performance in managing the learning process, but rather putting effort into assisting teachers in developing their professionalism.

In line with the above opinion, Muslim (2010) states, "academic supervision or learning is a supervision whose primary goal is to improve the learning process."

**The purpose of academic supervision:**

Based on the above definition, the purpose of academic supervision is basically to help teachers in improving learning in achieving learning objectives.

Sudrajat (2013) states the purpose of academic supervision is to help teachers develop their ability to achieve the learning objectives proclaimed for their students. Through academic supervision is expected to increase academic quality by teachers. The development of teachers' teaching skills by Sergiovanni (in <http://nurmaherawatifaizal.wordpress.com>.) In this context is broadly interpreted and open only emphasized on improving teacher's knowledge and teaching skills, but also on increasing commitment (commitment or willingness) or motivation (motivation) of teachers, because by improving the ability and motivation of teachers work, the quality of learning will increase.

**Principles of academic supervision:**

In carrying out its duties, a supervisor must always hold the principles of supervision. Glickman (in Sudrajat (2013) suggests the principle of academic supervision that the academic supervision must directly influence and develop teacher behavior in managing the learning process. This is the essential characteristic of academic supervision. In this regard, it should not be assumed to be narrow, that there is only one best can be applied in all teacher development activities No good academic supervision behavior is suitable for all teachers In addition, supervisor behavior in helping teachers to develop their abilities should be designed in an official manner so as to clear the start and end time of the development program. materialized in the form of an academic supervision program that leads to a specific purpose. Because academic supervision is a shared responsibility between supervisor and teacher, it would be good if the program is designed jointly by supervisors and teachers.

In addition to the above principles, there are also important things that must always be held by a supervisor, among others, as proposed by Alfonso (in <http://asrofudin.blogspot.com>) namely:

- a. Academic supervision must be able to create harmonious human relationships. The humanitarian relationship that must be created must be open, solidarity and informal. This relationship is not only between the supervisor and the teacher, but also between the supervisor and the other party associated with the academic supervision program.
- b. Academic supervision should be conducted on an ongoing basis. Academic supervision is not a sideline task that is only done at any time if there is a chance. It should be understood that academic supervision is one of the essential functions in the whole school program
- c. Academic supervision must be democratic. Supervisors should not dominate the conduct of their academic supervision. The emphasis of democratic academic supervision is active and cooperative.
- d. The academic supervision program must be integral to the education program. Within each educational organization there are a variety of behavioral systems with the same goal, namely the purpose of education. The behavioral system is in the form of administrative behavioral system, academic behavior system, student behavior system, counseling development behavior system, academic supervision behavior system.
- e. Academic supervision should be comprehensive. The academic supervision program should cover all aspects of academic development, although there may be emphasis on certain aspects based on the results of prior academic development needs analysis.
- f. Academic supervision should be constructive. Academic supervision is not the only time to look for teacher mistakes. Indeed, in the process of conducting academic supervision there is activity teacher assessment, but the goal is not to find the mistakes. Academic supervision will develop teachers' growth and creativity in understanding and solving academic problems encountered.
- g. Academic supervision must be objective. In preparing, implementing and evaluating, the success of the academic supervision program must be objective. Objectivity in programming means that the academic supervision program must be structured based on the real needs of teacher professional development ([enengsukaesih28.blogspot.com](http://enengsukaesih28.blogspot.com)).

### 3. MODELING CONCEPT

#### The nature of modeling:

Modeling or modeling as a supervision based on social learning theory orchestrated by Albert Bandura is one of the concepts in the flow of behaviorism that emphasizes the cognitive component of the mind, understanding and evaluation through imitation or modeling.

Albert Bandura states that "learning would be exceedingly laborious, not to mention hazardous, if people had to rely solely on the effects of their own actions to inform them what to do. Fortunately, most human behavior is observationally through modeling: (Cherry in [www.aboutpsychology.com](http://www.aboutpsychology.com)) .

The bottom line is learning will be very tiring too dangerous, if people rely on the effects of their own actions to tell about what to do. Indeed, most human behavior is learned through modeling observations. Observing others, a form of idea of how new behaviors are done, and later on this information serves as a guide to action.

According to Bandura, the person (cognitive) factor plays an important role. Factor person (cognitive) is meant at this time is self-efficacy. Reivich and Shatté in Dzaki (2011) define self-efficacy as a belief in oneself ability to deal with and solve problems effectively. Self-efficacy also means believing yourself to be successful and successful. Individuals with high self-efficacy are committed to solving their problems and will not give up when they discover that the strategy being used is not working. According to Bandura in Dzaki (2011), individuals who have high self-efficacy will be very easy in facing challenges. Individuals do not hesitate because he has a belief that is full of his ability.

According to Bandura, the process of observing and imitating the behavior and attitudes of others as a model is an effective learning action. Bandura's theory explains human behavior in the context of continuous interaction between cognitive, behavioral and environmental influences. This social learning theory is developed and accepts most of the principles of behavioral learning theories, but gives more emphasis on the impression and cues of behavioral change, and on internal mental processes. Thus, in social learning theory we use reinforcement explanations or external reinforcement and internal cognitive explanations to understand how to learn from others (models). In the view of "human" social learning it is not driven by inner strength and is not influenced by environmental stimuli.

According to Bandura, as quoted by Dzaki (2011) that "most humans learn through selective observation and remember the behavior of others." The essence of social learning is modeling.

Based on this theory, there are several ways of imitation that imitate directly. For example, the teacher makes a demonstration of how to make a paper flyer and students directly imitate. The next is the impersonation process through the example of behavior. For example, children mimic the behavior of cheering in the field, so cheering behavior is an example of behavior on the ground. The opposite is the case when the children cheer in the class while the teacher is teaching, the teacher should be scolded and tell the behavior that is not justified in the circumstances, so the behavior becomes an example of behavior in the situation. The next process of imitation is elicitation. This process occurs when someone sees change in others. For example, a child sees a friend painting flowers and arises a desire within the children to paint flowers. Therefore, imitation applies when the children see their friend painting flowers.

A key element in the impersonation or modeling process according to social learning theory is the viewing action alone using the cognitive picture of action, in detail the cognitive basis in the learning process can be summarized in four stages: (1) Attention. The subject must pay attention to the behavior of the model to be able to learn it. Subjects pay attention to values, self-esteem, attitudes, and others owned. For example, an unconfident music player might imitate the behavior of a well-known musician so as not to show his own style. Bandura emphasizes that just by paying attention to others learning can be learned. (2) Remembering (retention). The subject concerned should record the event in its memory system. This allows the subject to do the event later when needed or wanted. The ability to store information is also an important part of the learning process. (3) Reproduction of motion (reproduction). After knowing or learning something behavior, the subject can also show the ability or produce what is stored in the form of behavior. For example, driving a car, playing tennis. So once the subject takes a look at the model and stores the information, it is time to actually do the behavior it observes. Further practice of learned behavior leads to improvement and skill advancement. (4) Motivation. Motivation is also important in modeling Albert Bandura as he is an individual driver to continue doing things. So subjects must be motivated to mimic the behaviors that have been modeled (Dzaki, 2011).

In addition to the foregoing, several things require that step modeling behavior between attention and retention. Observational study leads to changes in individual behavior along three dimensions: (1) An individual thinks about the situation in different ways and may have an incentive to react on it. (2) This change is the result of a person's immediate experience as opposed to being at birth. (3) Most individual changes have been made permanent (<http://wikipedia.org/wiki>.)

#### **Modeling features:**

Modeling as a learning has several traits: (a) the main elements of training are attentiveness and imitation, (b) model behavior may be learned through language, role models, values and others; (c) participants imitate a skill of demonstrated skills (e) the learning process includes attention, remembering, imitation, with appropriate behavior or reciprocity, ending with positive reinforcement (Bandura in Dahar, 2011). .)

In addition, the characteristics of modeling theory proposed by Asrori (2012) identify the following modeling characteristics: (a) the main learning elements are attention and imitation, (b) model behavior can be learned through language and example, (c) learners imitate (e) the learning process includes attention, warning, imitation with appropriate behavior or repercussion, ending with positive reinforcement (f) teaching giver should be good and interesting to be a role model to the learner, (g) educator demonstration should be clear and interesting so that learning can imitate quickly, (h) pursuers may use their brilliant peers as models, (i) teachers may teach values pure and temperament with role playing techniques and simulations.

#### **Modeling type:**

There are two types of learning through observation that is (1) Learning through observation can occur through the conditions experienced by others. For example, a student sees his friend being praised by his teacher for his actions, so he then imitates another deed whose purpose is to be praised by his teacher. This event is an example of reinforcement through the compliments experienced by others. (2) Learning through observation or imitation of model behavior even if the model does not gain positive reinforcement or negative reinforcement while observing it is watching the model demonstrate something that the observer wants to learn and expect to receive praise or reinforcement if thoroughly mastering what is learned. The model does not have to be exhibited by someone directly, but we can also use a cast or imitative visualization as a model (Dahar, 1988).

Other modeling types are (1) Direct imitation. Characteristic of this learning is the modeling, which is a phase in which a person modeling or modeling something through a demonstration of how a skill is done. Mimics the behavior shown by the model through the process of attention. For example, imitating the preferred style of singer, style of teaching. (2). Indirect imitation is through imagination or indirect attention. For example, imitating the character read in the book, watching a teacher teach his colleague, (3.) Mixed imitation. This type of imitation is by combining different behaviors of direct and indirect imitation. For example, students imitate the style of the teacher painting and how to color the book he reads. (4) Immediate / instant imitation. Imitated behavior is only appropriate for certain situations (Shah, 2013).

In another perspective, judging from the model, modeling can be distinguished as follows.

- a. Older model. Impersonation applies because of the power, freedom, wealth, honor, and so forth enjoyed by the model.
- b. Models with high-power factor and wealth from high-status models encourage people in low social classes to imitate these behaviors.
- c. Models that have high intelligence less intelligent people to share and admire people who are smart.
- d. A well-known model in an area of expertise, less advanced people tend to mimic the model of an expert in a field (Ali, 2012)

#### **MODELING-BASED ACADEMIC SUPERVISION (SABM):**

Before proposed the concept of modeling-based academic supervision, then first put forward the model of academic supervision that has been used in the field. According to Sahertian, Piet A., (2000) there are four models of academic supervision: conventional / traditional models, scientific models, clinical models, and artistic models.

**Conventional model:**

This model is a supervisory behavior that conducts inspections to find fault and find fault. Sometimes it is spy (snooper vision), or it is often called corrective supervision. It's harder to see the positive aspects of relationships with good things than just correcting other people's mistakes. According to Briggs (Sahertian, Piet A. 2000), if a supervisor is only intended to look for errors it is considered to be an unsuccessful start-up. Because finding fault in guiding is against the principle and purpose of educational supervision. As a result teachers are not satisfied and there are two attitudes that appear in the teacher's performance that is indifferent (ignorant) and challenging (aggressive).

**Scientific model of supervision (Scientifics):**

Scientific supervision has the following characteristics (a) Performed on a planned and continuous basis, (b) Systematic and using certain procedures and techniques, (c) Using data collection techniques. (d) There is objective data obtained from the actual state of affairs.

**Model of clinical supervision:**

Richard Waller (Sahertian, Piet A. 2000) provides a definition of clinical supervision as a form of supervision focused on improving teaching through a systematic cycle of careful, intensive planning, observation and analysis of real teaching appearances, rational. Clinical Supervision is the process of helping teachers minimize the gap between real teaching behavior and ideal behavior. John J. Bolla (Sahertian, Piet A. 2000) concluded that clinical supervision is a mentoring process in education aimed at assisting the professional development of teachers, especially in teaching performance, based on observation and analysis of data carefully and objectively.

Some features of clinical supervision (a) The focus of clinical supervision is the improvement of teaching methods, rather than changing the teacher's personality, (b) In clinical supervision, the assistance provided is not instructive or commanding. But human relationships are created, so teachers have a sense of security. With the emergence of a sense of security is expected the willingness to receive improvements. (c) There is an agreement between the supervisor and the teacher to be supervised about the aspect of the behavior to be corrected. (d) Teacher's teaching behavior unit is an integrated unit. Should be analyzed to see what skills, what specific skills to be improved. (e) There is an element of reinforcement to teachers' behavior especially those that have been successfully corrected, resulting in awareness of the importance of working well and being sustainable, (f) The atmosphere in the supervision is a warm atmosphere, closeness and openness. (g) Supervision is given not only to teaching skills but also to aspects of the teacher's personality, such as motivation to passionate teaching. The principle of clinical supervision is based on the initiative of the teachers. Supervisors must be technical so that teachers are encouraged to seek help from supervisors and can create interactive and peer relationships. In general, clinical supervision aims to put pressure on the process of professional development and development of teachers.

**Model of artistic supervision:**

Teaching is a knowledge, teaching is a skill, but teaching is also an art tip. In line with the task of teaching supervision as well as educational activities can be said that supervision is a knowledge, a skill and also a tip. The supervision concerns working for others, working with others, working through others, in relationships with others, a chain of human relations is a key element. Human relationships can be created when there is willingness to accept others as they are. Relationships can be created if there is an element of trust. Mutual understanding of mutual respect, mutual recognition, accept each other as it is. Relationships appear through the disclosure of language, i.e. more supervision using acceptance language rather than language of rejection (Thomas Gordon in Sahertian, Piet A. 2000). Supervisors who develop an artistic model will show themselves in relation to teachers who are guided so well that teachers feel welcome. The attitude of being willing to learn to listen to the feelings of others, to understand others with the problems raised, to accept others as they are, to be themselves.

Some of the distinctive features of the artistic supervision model include (a) Artistic supervision requires attention to listen more than a lot of speaking, (b) Artistic supervision requires sufficient level of knowledge / specialized skills, to understand what a person needs (c) Artistic supervision highly prioritizes the unique contribution of teachers in order to foster education for the younger generation, (d) The artistic model of supervision demands to pay more attention to the process of class life and the process is observed as long as so that significant events can be placed within the context of a

particular time (e) The artistic model of supervision requires a report indicating that the dialogue between supervisory supervisors is conducted on the basis of leadership by both parties.

Thus the model of academic supervision that has been developed in the field of education. The modeling-based academic supervision (ASBM) is adapted from the principles and characteristics of clinical and artistic models. The modeling concept that has been mentioned above is adapted in the application of academic supervision activities, especially in some stages, especially modeling as a form of feedback and observing the model (peer or supervisor) in modeling / learning activities.

Observational learning is very useful when there is a positive, reinforcing the model of colleagues involved. Although each individual through four different stages of observational learning is concerned, retention, production, and motivation, this does not just mean that when a person's attention is captured that automatically regulates the process in the right order. One of the most important ongoing phases is positive reinforcement. (<http://en.wikipedia.org/wiki>)

#### 4. CONCLUSION

Academic supervision is a series of activities to help teachers develop their ability to manage the learning process for the achievement of learning objectives. The essence of academic supervision is by no means assessing teacher's performance in managing the learning process, but rather putting effort into assisting teachers in developing their professionalism.

The purpose of academic supervision is to help teachers develop their ability to achieve the learning objectives set for their students. Through academic supervision is expected to increase academic quality by teachers. The principle of academic supervision is that academic supervision should directly influence and develop teacher behavior in managing the learning process.

The modeling-based academic supervision (ASBM) is adapted from the principles and characteristics of clinical and artistic models. The modeling concept that has been mentioned above is adapted in the application of academic supervision activities, especially in some stages, especially modeling as a form of feedback and observing the model (peer or supervisor) in modeling / learning activities.

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