



ISSN Print: 2394-7500
ISSN Online: 2394-5869
Impact Factor: 8.4
IJAR 2021; 7(10): 402-407
www.allresearchjournal.com
Received: 21-08-2021
Accepted: 24-09-2021

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The effect of supervision intensity and compensation on job satisfaction of advent Junior High School teachers in Manado

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Abstract

The variables studied in this thesis are supervision and compensation and teacher job satisfaction. Supervision and compensation are independent variables and job satisfaction is the dependent variable. The research subjects were Adventist Middle School teachers in Manado City. This study aims to describe and analyze to obtain the results of analysis and interpretation regarding: (1) The effect of supervision on job satisfaction of Adventist Middle School teachers in Manado City. (2). Effect of compensation on job satisfaction of Adventist Junior High School in Manado City (3). The effect of supervision and compensation together on Adventist Junior High School teachers in Manado City. The research sample amounted to 95 Adventist Middle School teachers in Manado City. Data were collected by means of a Likert scale questionnaire. This questionnaire has been pre-tested on 30 respondents from the non-sample population to determine the validity and reliability of each question item in each variable. The results of the validity and reliability test using the SPSS 18 For Windows program. After being proven to be normally distributed through the normality test, homogeneity through the homogeneity test and linear through the linearity test, the data from the questionnaire results from 95 respondents on each variable were analyzed by one sample t-test, correlation and regression techniques at 95% significance level and standard deviation 5%. The results of the one-sample t-test analysis showed that the implementation of supervision and compensation as well as the Job Satisfaction of Adventist Middle School teachers in Manado City was quite high. The results of this study indicate that (1) there is a significant and linear effect between supervision and job satisfaction. (2) there is a significant and linear effect between compensation and job satisfaction (3) there is an effect between supervision and compensation together with job satisfaction for Adventist Middle School teachers in Manado City. From the results of this study, it is suggested: (1) An effective supervision system and adequate compensation should be maintained (2) The level of job satisfaction of Adventist Middle School teachers in Manado City always needs to be reviewed and evaluated from year to year. (3) It is necessary to carry out similar further research both quantitatively and qualitatively to see the level of job satisfaction in more depth.

Keywords: Job satisfaction, supervision, compensation, teacher

Introduction

Quality human resources contribute to the progress of the nation and state. Quality human resources are built through quality education in line with advances in science and technology that accommodate 21st century learning. The industrial revolution 4.0, 21st century learning and educational disruption are challenges in managing education, including how teachers are prepared to face these challenges. Management of educational institutions is related to many factors, such as infrastructure, facilities and human resources, especially teachers are very important assets because without teachers, schools will be difficult to achieve educational goals. No matter how good the curriculum is applied in the world of education, teachers still play a very big role in achieving the goals of the curriculum. The teacher's role is very important and cannot be distinguished between certified teachers and uncertified teachers, both of whom still have to work professionally.

Many factors influence the success of schools in achieving educational goals. One of them is the teacher, because it is directly related to learning activities at school. In this case the teacher is expected to provide maximum results so that the goals of education in schools can be achieved.

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Therefore, to support the goals of education in schools to succeed optimally, it is necessary to pay attention to teacher job satisfaction. Job satisfaction is one component of life satisfaction, so it becomes a very important thing to consider in teacher career development. If teachers do not get satisfaction from their work, their motivation can decrease, absenteeism and tardiness increase and it becomes increasingly difficult to cooperate or to make a change. This shows that teacher job satisfaction will also be a determinant of the success of schools in realizing educational goals. Job satisfaction is very influential for the continuity of organizational activities in schools. Hasibuan (2016: 202) ^[6], job satisfaction is an emotional attitude that is pleasant and loves his job or is not fun with employees looking at their work.

Job satisfaction for teachers as educators is needed to improve their performance. Job satisfaction is related to the match between one's expectations and the rewards provided. This is in line with Hasibuan's (2016:202) ^[6] opinion that job satisfaction is an emotional attitude that is pleasant and loves his job. Ogochi (2014: 125-141), research on Job Satisfaction and Teacher Effectiveness in Selected Secondary Schools in Trans Mara West District, Kenya found that teacher satisfaction will have an impact on the level of teacher work effectiveness. While Makokha (2014: 1-48) in his research on Perceived Factors Influencing Job Satisfaction Among Teachers In Schools Offering British National Curriculum In Nairobi City County, Kenya found factors that influence teacher job satisfaction including school policies on career development, promotion, compensation and supervision. However, Apenteng's research (2012:156) shows a contradictory thing where supervision has no effect on teacher job satisfaction.

Of all the variables that affect job satisfaction, this study will focus on supervision and compensation. Supervision in this case is about the teacher's response to the implementation of guidance or guidance provided by the principal, whether the teacher is satisfied with the supervision or not satisfied so that it has an impact on teacher performance, namely the quality of teaching. Principal supervision is one of the principal's duties in fostering teachers through the supervisory function. Supervision carried out by the principal in essence is to provide guidance, guidance to solve educational problems, including problems faced by teachers together and not looking for teacher mistakes.

Based on observations and preliminary interviews conducted by researchers with Adventist Middle School teachers in Manado City, North Sulawesi Province, it is known that teacher job satisfaction is very low. This is caused by the principal's policy that does not pay attention to aspects of teacher satisfaction such as lack of attention to careers, low awards given to teachers who excel both from the school and the education office. These facts are an indication of the problem of teacher job satisfaction. If this happens continuously, it will cause teacher satisfaction and performance to decrease. Based on the research gap and factual gap regarding the factors that affect teacher job satisfaction, the researchers were motivated to conduct an in-depth study on "the influence of supervision and compensation on teacher job satisfaction at Adventist Middle School in Manado City, North Sulawesi Province." Based on the background of the problem described above, the formulation of the problem in this study can be formulated as follows:

1. Is there a significant effect of supervision on the job satisfaction of Adventist Middle School teachers in Manado City?
2. Is there a significant effect of compensation on the job satisfaction of Adventist Middle School teachers in Manado City?
3. Is there a significant effect of supervision and compensation on the job satisfaction of Adventist Middle School teachers in Manado City?

2. Literature Review

2.1 Job Satisfaction

Hasibuan (2016: 110) ^[6] defines job satisfaction as a person's emotional attitude towards his work, whether he likes the job or not. According to Davis and Newstrom (2000:105) job satisfaction is a measure of the process of developing a sustainable human climate in an organization. According to Suhardan (in Rifaldi, 2014:127) ^[15] teacher job satisfaction can be seen in serious teaching activities. The activities that are truly known from the teaching steps are: (1) Giving explanations with examples; (2) Overcoming children's understanding difficulties; (3) Doing the exercises in the worksheets; (4) Provide feedback; (5) The development of the explained material according to the ability of each child; (6) Assessing/achievement test/competency test, (7) Follow up with appropriate new work or tasks. So it can be said that teacher job satisfaction is a feeling that has a pleasant meaning for the teacher related to his work.

Keith Davis in Mangkunegara defines job satisfaction as: "job satisfaction is the favorableness or unfavorableness with employees view their work" (Mangkunegara 2005:117) ^[14], while Wexley and Yukl in their book *Organizational Behavior and Personnel Psychology* state: "Job satisfaction is the way an employee feels about his or her job" (Kenneth N Wexley and Gary A. Yuki: 1998: 98) ^[11]. This opinion of Davis is reinforced by Kalsiki in Brikend who says that:

Herzberg in Kambe states that there are two factors that influence a person in carrying out his work, namely:

- a. Maintenance Factors, namely maintenance factors related to human nature who want to obtain physical peace, namely factors originating from salary, working conditions, job security, status, company policies, quality of supervision, superior-subordinate relationships, and social security.
- b. Motivational Factors, are motivational factors related to one's psychological needs, namely feeling perfect in doing work, including factors originating from achievement, recognition, responsibility, the work itself, progress, personal growth and development. These factors are satisfier, namely giving satisfaction. (Kambe: 1999:88) ^[13].

2.2 Supervision

Supervision is a school-based activity, practice, or process that engages teachers in meaningful, non-judgmental, instructional dialogue and ongoing dialogue and reflection for the purpose of improving teaching and learning. The concept of supervision in education is often misunderstood as a mere assessment activity. Mukhtar and Iskandar in Firdausi (2018: 272) ^[9] say the concept of supervision alone can have implications as if supervision is only a generally accepted supervision activity, where there is a school supervisor carrying out inspection activities to schools to

assess the object of supervision, such as teachers or principals. Without having to follow up on the results of the supervision.

Kimball Wiles in Firdausi (2018:272) ^[9] states that: supervision is a service activity to help teachers teach better. Therefore, a supervisor must be an expert in problem solving, able to help build communication, help people hear each other, serve to get the right people to help people who have problems or with resource persons who can help, must be able to stimulate staff members to see the extent to which ideas and resources are being confronted, and the extent to which people are encouraged and supported when they try new things. The supervisor's role is more to support, help, and share, not direct. According to Better in Makawimbang, (2011: 89) "A supervisor is any person who is given authority and responsibility for planning and controlling the work of the group by close contact". This opinion means that a supervisor is someone who has the authority and responsibility in planning and controlling the work of a group of people directly.

As explained above that the basic principle of supervision is to provide services and assistance to teachers, the purpose of academic supervision is to provide services and assistance to develop teaching and learning situations carried out by teachers in the classroom. This is reiterated by Glickman, *et al.* (2010:6) ^[5] that the purpose of supervision is to help teachers develop their abilities to achieve the learning goals proclaimed for their students. Through academic supervision, it is hoped that the academic quality carried out by teachers will increase.

2.3 Compensation

According to Hasibuan (2016: 118) ^[6] compensation is all income in the form of money, goods directly or indirectly received by employees in return for services provided to the company. Compensation is a counter achievement to the use of labor or services that have been provided by the workforce. Compensation is the number of packages offered by the organization to workers in return for the use of their workforce (Wibowo, 2007:348). According to Sedarmayanti (2009:23) ^[28] compensation is everything that is received by employees as remuneration for their work. In an organization the problem of compensation is a very complex problem, but it is important for both employees and the organization. Compensation for employees must have a rational basis, however, emotional and human factors should not be ignored. Compensation is said to be important for employees because the amount of compensation is a reflection or measure of the value of the employee's work itself. On the other hand, the size of the compensation can affect work performance, motivation and employee performance. If compensation is given appropriately, employees will gain performance and be motivated to achieve organizational goals. However, if the compensation provided is inadequate, work performance will also decrease. According to Handoko (2001:155) ^[7], compensation is "everything that employees receive as compensation for their work". Kambey (1999: 120) ^[13] defines compensation as "income from the hard work of employees in the use of energy, thoughts, knowledge and skills in meeting their needs". Furthermore, the compensation is carried out technically in the form of material and immaterial (Soekijo 1992:58) ^[29].

Based on several theories about compensation that have been described above, it can be concluded that the compensation system in an organization must be properly regulated by taking into account other important elements such as fairness and decent standards. This is important because with the fulfillment of standards of eligibility and fairness in the organization's compensation system, employees will feel motivated to give their best in their work so that employee performance will increase. Another benefit is that employees will never think or act to look for another place of work and the organization has the opportunity to find and acquire truly qualified employees.

2.4 Theoretical Framework

1. The Effect of Supervision on the Job Satisfaction of Adventist Middle School Teachers, Manado City, North Sulawesi Province.

Supervision is very important in influencing teacher job satisfaction. This has been empirically proven by several research results, including Rifaldi's (2014) ^[15] research that principal supervision has a positive and significant effect on teacher job satisfaction. The same thing is also reinforced by Firdausi's research (2018) ^[9] that supervision affects an increase in job satisfaction. Brotsedjati (2012) there is a significant effect of supervision of class visits by the principal on teacher performance.

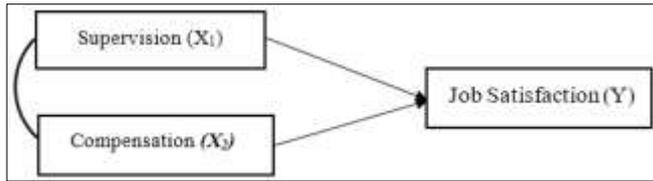
2. The Effect of Compensation on Job Satisfaction of Adventist Middle School Teachers, Manado City, North Sulawesi Province.

Compensation is an excellent strategy to increase teacher job satisfaction. Fauzi's research (2017) proves the effect of compensation on job satisfaction. Mensah, L. N. Adjei & A. Agyei (2017), also prove that compensation has an effect on teacher job satisfaction. Sungkowo (2016) compensation has an effect on job satisfaction and teacher performance at Madrasah Aliyah Nurul Khoiriyah, Pelepat District, Bungo Regency. Firmansyah (2008) compensation has a significant effect on the satisfaction of teachers and employees of SMA Wachid Hasyim Surabaya Surabaya. Salisu *et al.* (2015), compensation has an impact on worker job satisfaction.

3. The Effect of Supervision and Compensation on Job Satisfaction of Adventist Middle School Teachers, Manado City, North Sulawesi Province.

Supervision and compensation are variables that greatly affect teacher job satisfaction. Lastriyani, Indri and E. Herawan (2013) ^[12] in their research on the Effect of Principal Supervision and Compensation on Teacher Teaching Performance, showed that the implementation of principal's academic supervision compensated for teacher teaching performance. Saani (2013), supervision and various forms of compensation affect teacher satisfaction. Habibi, TJ Raharjo, A. Rifa'i, Rusdarti (2018), research on The Influence of Compensation, Academic Supervision, Pedagogic Competency, and Work Motivation on the Performance of Business and Management Teachers of Vocational Schools, shows the influence of academic supervision and compensation on teacher job satisfaction. Based on the description above, the researchers made a research chart that describes the effect of supervision and

compensation on teacher job satisfaction. The research framework can be seen in the image below:



Picture 1: Theoretical Framework

3. Research Method

The research site is an Adventist Junior High School in Manado City. This research was conducted from July to December 2020, used is a quantitative research method with a survey approach. The data studied and analyzed are data taken from the population. Through this method, the researcher wants to test the hypothesis as well as to explain the influence between the variables. The data analysis process uses the application of correlation statistics and multiple regression tests to analyze the influence between variables and measure the level of influence of each variable studied. Population is a generalization area consisting of objects or subjects that have certain quantities and characteristics determined by the researcher to be studied and then draw conclusions (Riduwan 2005:237) [24]. Members of the population in this study were all permanent employees who had 95 teachers' decrees for Adventist Junior High School in Manado City.

Sampling for research according to Suharsimi Arikunto (2010: 112), if the subject is less than 100 people should be taken altogether, if the subject is large or more than 100 people can be taken 10-15% or 20-25% or more. Therefore, the researchers took a sample of 95 Adventist Middle School teachers in Manado City. The researcher made a development matrix or a grid of instruments related to

supervision, compensation and job satisfaction of Adventist Junior High School teachers in Manado City. This is done after the researcher has obtained a more complete library of sources, coupled with competent sources and directions from the Advisory Commission.

The researcher made a list of questions and statements in the form of a questionnaire related to the research topic. This questionnaire was distributed to Adventist Middle School teachers in Manado City who were respondents in this study. The questionnaire in this study was made using a Likert scale. According to Riduwan (2005:16) [24], the Likert scale is used to measure attitudes, opinions and perceptions of a person or group of events or social phenomena. By using a Likert scale, the measured variables are translated into dimensions, the dimensions are translated into sub-variables and then the sub-variables are translated into measurable indicators. Finally, these measurable indicators can be used as a starting point for making instrument items in the form of questions or statements that need to be answered by respondents.

4. Result and discussion

4.1 Result

The description of the research variable data includes an explanation of the overall results of processing the collected data, starting from the average value, standard deviation/standard deviation, variance, hypothesis requirements test consisting of normality test, homogeneity test and hypothesis requirements test consisting of normality test, homogeneity test and linearity test followed by hypothesis testing. Calculation and data analysis in this study using the computer calculation facility SPSS 18 program.

4.2 Discussion

1. The Effect of Supervision on Job Satisfaction

Table 1: Simple Linear Regression Supervision and Job Satisfaction

Model Summary ^b									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
dimension0	.625 ^a	.391	.384	3,72955	.391	59,660	1	93	.000

a. Predictors: (Constant), supervision

b. Dependent Variable: job satisfaction

Based on the results of testing hypothesis 1, it shows that there is a significant influence between supervision on job satisfaction of Adventist Middle School teachers in Manado City (coefficient value of 0.625). This means that the supervision that has been going well also has a positive influence on the job satisfaction of the teachers. Kimball Wiles (Firdausi, 2018:272) [9] states that: supervision is a service activity to help teachers teach better. Moreover, a supervisor must be an expert in solving problems, able to help build communication, help people hear each other, serve to get the right people to help people who have problems or with resource persons who can help, must be able to stimulate staff members to see as far as possible.

where ideas and resources are being addressed, and the extent to which people are encouraged and supported when they try new things. The supervisor's role is more to support, help, and share, not direct.

Supervision is very important in influencing teacher job satisfaction. This has been empirically proven by several research results, including Rifaldi's (2014) [15] research that principal supervision has a positive and significant effect on teacher job satisfaction. The same thing is also reinforced by Firdausi's research (2018) [9] that supervision affects an increase in job satisfaction. Brotosedjati (2012) there is a significant effect of supervision of class visits by the principal on teacher performance.

2. The Effect of Compensation on Job Satisfaction

Table 2: Simple Linear Regression Compensation and Job Satisfaction

Model Summary ^b									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
dimension0	1,454 ^a	,206	,198	4,25691	,206	24,179	1	93	,000
a. Predictors: (Constant), compensation									
b. Dependent Variable: job satisfaction									

Based on the results of testing hypothesis 2, it shows that there is a significant effect of compensation on job satisfaction (coefficient value of 0.654). This means that the compensation perceived by the employees has influenced and has a relationship with the job satisfaction of the Adventist Junior High School teachers in Manado City. By providing compensation, both material and non-material, it really triggers a job satisfaction for teachers, so they are able to appreciate and be proud of their profession as a teacher. In other words, the job satisfaction factor has an influence on meeting the needs of teachers which is carried out through the provision of compensation. This finding is in accordance with the opinion of the expert who said that: "Satisfaction occurs when individual needs have been met and are related to the degree of likes and dislikes associated

with employees; is a general attitude possessed by employees that is closely related to the rewards they believe they will receive after making a sacrifice" (Stephen Robins, in Wikipedia's Free Encyclopedia 2019:1). Compensation is an excellent strategy to increase teacher job satisfaction. Fauzi's research (2017) proves the effect of compensation on job satisfaction. Mensah, L. N. Adjei & A. Agyei (2017), also prove that compensation has an effect on teacher job satisfaction. Sungkowo (2016) compensation has an effect on job satisfaction and teacher performance at Madrasah Aliyah Nurul Khoiriyah, Pelepat District, Bungo Regency. Firmansyah (2008) compensation has a significant effect on the satisfaction of teachers and employees of SMA Wachid Hasyim Surabaya Surabaya. Salisu *et al.* (2015), compensation has an impact on worker job satisfaction.

3. Effect of Supervision and Compensation on Job Satisfaction

Tabel 3: Multiple Linear Regression

Model Summary ^b									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
dimension0	1,631 ^a	,399	,386	3,72510	,399	30,513	2	92	,000
a. Predictors: (Constant), supervision, compensation									
b. Dependent Variable: Job satisfaction									

Based on the results of testing hypothesis 3, it shows that there is a significant effect between supervision and compensation on job satisfaction (coefficient value 0.631). This shows that receiving adequate compensation, supported by a harmonious atmosphere in an open and smooth communication, has an effective influence on job satisfaction.

Supervision and compensation are variables that greatly affect teacher job satisfaction. Latriyani, Indri and E. Herawan (2013) ^[12] in their research on the Effect of Principal Supervision and Compensation on Teacher Teaching Performance, showed that the implementation of principal's academic supervision compensated for teacher teaching performance. Saani (2013), supervision and various forms of compensation affect teacher satisfaction. Habibi, TJ Raharjo, A. Rifa'i, Rusdarti (2018), research on The Influence of Compensation, Academic Supervision, Pedagogic Competency, and Work Motivation on the Performance of Business and Management Teachers of Vocational Schools, shows the influence of academic supervision and compensation on teacher job satisfaction. Based on the description above, the researchers made a research chart that describes the effect of supervision and compensation on teacher job satisfaction.

1. From the results of hypothesis testing with analysis of simple correlation test and simple regression on the effect of supervision and job satisfaction of Adventist Middle School teachers in Manado City, it shows that there is a significant and linear effect between the two variables, with a correlation coefficient value of 0.625. Thus the intensity of the implementation of supervision will increase job satisfaction.
2. From the results of hypothesis testing with simple correlation test analysis and simple regression on the effect of compensation on job satisfaction, it shows that there is a significant and linear effect between the two variables, with a correlation coefficient of 0.654. This shows that if the compensation goes well and effectively, it will increase the job satisfaction of Adventist Middle School teachers in Manado City.
3. From the results of hypothesis testing and analysis of multiple correlations and multiple regressions with a coefficient value of 0.631 regarding the effect of supervision and compensation together with job satisfaction, it proves that there is a significant and linear effect between supervision, compensation and job satisfaction. This shows that the more effective and efficient the implementation of supervision supported by effective and conducive compensation both materially and non-materially, encourages an increase in job satisfaction for Adventist Middle School teachers in Manado City.

5. Conclusion

From the results of research through data analysis and hypothesis testing, the following conclusions can be drawn:

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