

Evaluation of Teacher Performance and the Role of the Principal at SDn 04 Muara Kemumu, Kepahiang Regency

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Received: 07-11-2025

Accepted: 13-12-2025

Published: 29-01-2026

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Abstract. Teacher performance evaluation describes the performance of teachers at SD Negeri 04 Muara Kemumu, Kepahiang Regency, teacher performance is based on the teacher's duties and responsibilities in preparing students to learn and educate students with good character, preparing the learning process, implementing learning and preparing assessments. This study also aims to describe the role of the principal at SD Negeri 04 Muara Kemumu, Kepahiang Regency where the principal is a manager, leader, administrator and supervisor. This researcher uses a qualitative research type, data obtained from a number of informants at SD Negeri 04 Muara Kemumu, Kepahiang Regency. The results of the study indicate that the performance of teachers at SD Negeri 04 Muara Kemumu, Kepahiang Regency can be said to be good in accordance with the criteria and targets of teacher work, namely preparing learning, implementing learning and assessing learning outcomes and completing the learning administration that is mandatory for teachers. Furthermore, regarding the role of the principal as a manager, leader, administrator and supervisor, the principal of SD Negeri 04 Muara Kemumu, Kepahiang Regency has carried out his role very well, although there are small parts that still need to be improved, but overall the performance of teachers and the role of the principal have been carried out in accordance with the rules and job descriptions.

Key words: Evaluation, Teacher Performance, Principal's Role

Introduction

The prolonged economic, political, and trust crises that have gripped the Indonesian nation have impacted nearly every aspect of life. While this has caused considerable hardship for the nation and its people, one positive lesson has been the emergence of fundamental ideas that have fostered reforms in various aspects of national and state life. The primary focus of these reforms is to create a civil society in government, society, and the state, embodying the values of "Good Governance," which guide democracy and an attitude of openness, honesty, justice, a focus on the interests of the people, and accountability (Koswara, 2000).

The shared desire to implement reforms in national and state life in the field of education was further evident with the issuance of Law Number 20 of 2003 concerning the National Education System (Sisdiknas). The substance of the new Sisdiknas law is evident in its vision: the realization of an education system as a strong and authoritative social institution to empower all Indonesian citizens to develop into qualified individuals capable of proactively responding to the challenges of the times.

One of the key factors determining the quality of education is the availability of professional teachers capable of carrying out teaching tasks responsibly. In reality, teachers do not yet possess sufficient professionalism to carry out their duties, as stipulated in Article 39 of Law No. 20/2003, namely planning learning, implementing learning, assessing learning outcomes, providing guidance, conducting training, conducting research, and engaging in community service. In addition to teacher performance evaluations, efforts to improve educational quality include empowering the effective strategic role of school principals. To ensure that educational quality is no longer a mirage in the desert, a tool for political legitimacy, or even a tool for leveraging the image of certain groups, all stakeholders must continue to enhance their roles in improving educational quality. The strategic role of school principals in effectively implementing management functions and teacher performance needs to be enhanced to achieve educational quality.

Educational leadership requires primary attention because through good leadership, we hope to produce qualified personnel in various fields as reliable thinkers, planners, and workers. Through education, we prepare qualified personnel, ready to train and ready to use, to meet the needs of the business, industrial, and other communities.

Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System explains:

"The purpose and function of national education is to develop abilities and shape the character and civilization of a dignified nation in order to enlighten the nation's life. It aims to develop the potential of students to become individuals who believe in and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens."

Improving the quality of education is a development goal in the field of national education and is an integral part of efforts to improve the quality of the Indonesian people as a whole. Efforts to enlighten the nation's life are the responsibility of education, particularly in preparing students to become subjects who are devoted to God Almighty, have noble character, are resilient, creative, independent, democratic, and professional in their respective fields. To realize the functions and goals of national education as mentioned above, in addition to the need for professional teachers, leadership is crucial for the success of school organizations. The principal's leadership behavior should encourage teacher performance by demonstrating a friendly, close, and considerate attitude toward teachers, both

individually and as a group (Mulyasa, 2000).

As a manager, leader, administrator, and supervisor, the principal has a crucial responsibility in developing all educational potential and resources within the school. The principal must be capable and strive to utilize all resources and potential as efficiently and effectively as possible to achieve established educational goals. Therefore, the principal's leadership, which plays a crucial role in the educational process, must be able to manage and utilize all available resources to achieve effective implementation of the Teaching and Learning Process (PBM) in the school, which can bring about changes in students. The principal has greater authority to make decisions related to educational policies at the school level. This greater authority in decision-making must be exercised democratically, including by involving all parties, especially teachers and parents, making decisions on matters relevant to their duties, and collaborating with the community to improve the quality of education.

The success of a principal in managing the Learning Process (PBM) at their school depends heavily on the effectiveness of their leadership. This is why it is often said that a good school is the result of the hard work of an effective principal. An effective, high-quality, and popular school is inseparable from the role of its principal. In general, an effective and high-quality school is led by a principal who possesses the ability to implement management functions, possesses insight, knowledge, and analytical skills, and possesses leadership, discipline, and a strong work ethic.

The success of an organization, including a school, in achieving its goals is greatly influenced by management aspects. Management is essentially the process of planning, organizing, implementing, leading, and controlling the efforts of organizational members, as well as utilizing all organizational resources to achieve predetermined goals. This means that school organizations desperately need management to achieve their goals. Tilaar (2001) argues that educational management is one of the key issues causing a crisis in today's education system.

It is undeniable that not all principals are capable of fulfilling their roles as managers, leaders, supervisors, and administrators. Many principals neglect their true roles, resulting in various problems and turmoil in their schools.

This is because principals fail to behave appropriately for their roles, lack leadership knowledge, and lack the ability to apply management functions.

To achieve school goals, a principal is required to possess the ability to apply management functions effectively, enabling them to utilize all resources, both human and non-human, to achieve established goals.

Principals play roles and responsibilities as administrators, managers, supervisors, and educational leaders, and must possess professional competencies. The principal must have the ability to apply management functions, namely the ability to carry out the planning, organizing, mobilizing, and controlling processes and be able to utilize all school resources so that the successful and effective implementation of the Learning Process (PBM) can be achieved. A professional principal is able to set educational goals, estimate personnel needs, identify problem areas and design effective solutions, and prepare budgets and use educational resources efficiently and effectively. In accordance with the roles and duties above, the principal is a school manager, school leader, school administrator, and school supervisor who is required to be able to create effective school management.

Methods

After the data and information were collected and confirmed by informants, data analysis was

conducted. Data analysis was carried out repeatedly until the author obtained accurate and reliable data. The data analysis technique used was the qualitative data analysis model of Miles and Huberman (1984) as cited in Sugiono (2014), with the following steps:

1. Data collection

This was done by gathering information through interview guidelines, observation, and documentation regarding the implementation of the 2013 curriculum.

2. Data condensation

Data condensation was carried out through the process of selecting data, creating categories based on data characteristics, simplifying them, summarizing them, and grouping them according to the research questions.

3. Data presentation (data display)

The data presentation was directed at organizing the condensed results, arranged in a relationship pattern, making them easier to understand. The author grouped the data based on the research questions and their indicators. To facilitate data presentation, the author created a matrix of observation and interview results. The data was then carefully and meticulously processed and narrated.

4. Conclusion Drawing and Verification

In this stage, the author concluded and verified the data based on the analysis of the interview results, observations, and document study data collected after the data validation stage.

Results and Discussion

Teacher Performance Evaluation

In this study, the first to become objective study is to know the description of Teacher performance at SDN 04 Muara Kemumu, Regency Kepahiang. Researchers collect information from a number of informants about teacher performance in implementing the Independence curriculum at SDN 04 Muara Kemumu, Regency Kepahiang. To know Teacher performance at SDN 04 Muara Kemumu, Regency Kepahiang, so researchers do interviews with head school and collect documents as well as do observations to all teachers at SDN 04 Muara Kemumu, Regency Kepahiang, the teachers in question that is :

Table 1

NO	TEACHER NAME
1	Marsolena , S.Pd
2	Deni Marlinda , S.Pd
3	Leli Maya Santi, S.Pd
4	Mia Losendo , S.Pd
5	Resta Tamimi, S.Pd
6	Idrus Salam , S.Pd.
7	Tri Wahyu Ningsih , S.Pd
8	Yeni Astuti , S.Pd
9	Demo Harmando , S.Pd
10	Haryanto, S. Pd.I
11	Reti Glorious Dei, S.Pd.I

In general, teachers have carried out their duties and obligations in accordance with their main duties and functions, as can be seen from documentation studies and observation results which show good results, where the documents that support learning have been provided by the teachers.

Role of the head school

The second thing that is the aim of this research is to find out the role of the principal in carrying out his duties and responsibilities at SDN 04 Muara Kemumu , Regency Kepahiang . Marsolena S.Pd as the principal at SDN 04 Muara Kemumu , Regency Kepahiang in general principal has operate task And not quite enough answer he in accordance with rules and hope. Role head school Which consists of on manager, leaders , administrators and supervisors, jointly run by the head school based on information obtained from informants, namely school supervisors and teachers at SDN 04 Muara Kemumu , Regency Kepahiang has generally been running on its own terms.

The four roles of the principal, namely as manager, leader, administrator and supervisor, are not easy to carry out, but with the patience, sincerity and hard work shown by the principal of SDN 04 Muara Kemumu, Kepahiang Regency, in the eyes of stakeholders, the principal of SDN 04 Muara Kemumu, Kepahiang Regency has maximized his role.

Research Findings

Teacher Performance Evaluation

To find out the picture of teacher performance at SDN 04 Muara Kemumu , Muara Kemumu Regency Kepahiang , researchers collected information through informants who could provide information about teacher performance at SDN 04 Muara Kemumu , Kepahiang Regency Kepahiang . Efforts The research carried out to find out the necessary information was carried out by researchers through interviews, documentation and observation. Interviews were conducted with the principal while documentation and observation were carried out with the teachers.

The interview results were summarized and presented in a matrix. In addition to the interviews, documentation and observations were conducted to support the research findings. The research findings are outlined as follows:

Based on the results of interviews with the principal, it shows that so far the role of educators in supporting learning activities at this school has been fulfilled as per the results of interviews conducted with the principal regarding educator LA "Yes educator LA has fulfilled with existence learning tools , learning support facilities, and providing good examples to students so that the learning process runs well"

In line with what was explained by the principal regarding educator L A then the results of the interview with the principal regarding educator Deni were "Yes, because educators and education staff have carried out their duties as duties and functions each" while about educator TN said Yes, teacher Demo said it had been fulfilled. Teacher Mia said it had been fulfilled, teacher RT and IS revealed the thing that in the same vein, namely educator has fulfilled his duties and responsibilities"

Meanwhile, regarding any violations committed by educators that could disrupt the teaching and learning process of students and how to overcome them, as stated by all educators through interviews with the principal, they revealed the same thing, namely that there were no violations committed by educators that disrupted the learning process.

Furthermore, regarding the steps taken to improve discipline at school, the results of an interview with the principal regarding educator Yeni revealed that "Coming and going home on time, instilling discipline in oneself and creating awareness" while R D "Given motivation and emphasizing discipline

" Marsolena then implemented "Steps to provide motivation about discipline, and comply with the rules". LM and TN and M L gave a similar answer, namely "given motivation" case in point with IS give answer" Give emphasis on discipline and complying with agreed rules and regulations, providing relevant examples".

Based on the interviews, it can be concluded that educators have supported teaching and learning activities at school by carrying out their duties and responsibilities by preparing learning materials, supporting learning resources, and providing learning examples. Furthermore, regarding violations committed by educators, it was revealed that up to the time of this interview, no violations were found by educators that would hinder the learning process. Furthermore, regarding steps taken to improve discipline at school, educators have carried out this through providing motivation, examples of self-discipline, and moral encouragement.

Based on the results of observations carried out by the principal, the 12 items that became observation indicators were:

1. Teacher monitor work student
2. Teacher guiding student Which learning difficulties
3. Teacher member i explanation of the material
4. Teacher encourage students
5. Teacher apply approach scientific
6. Teacher utilise technology information as source And instructional Media
7. Teachers create a fun learning atmosphere
8. The teacher carries out formation attitude And behavior in learning
9. Teacher prepare format evaluation attitude aspect
10. Teacher prepare format evaluation aspect knowledge
11. Teacher prepare format evaluation skill aspects
12. Teacher make curriculum teaching modules independent

Based on the 12 items above, eight educators have implemented them, while Reti and Yeni have not implemented the scientific approach. This is different from the documentation results, which consist of:

1. Own teaching modules
2. Format evaluation And list present
3. Minimum Competency (KKM)
4. Educational calendar
5. Timetable face to face
6. Daily agenda
7. Book guidelines Teacher
8. Book lesson text

Of the 11 items above, 8 educators have all of them and 1 educator, namely Yeni, does not yet have a daily agenda and guidebook.

Role of the Head School

To measure the role of the principal in evaluating Teacher performance in the education system at SDN 04 Muara Kemumu, Kepahiang Regency was conducted using interviews with principal informants. schools and teachers, in addition to that, document studies and observations were also

carried out.

MA informant stated In do evaluation MA teacher performance uses two systems, namely direct and indirect supervision systems. Direct supervision means that MM goes directly into the field or to each classroom to monitor, check, or examine The condition of teachers in teaching students, and MA can also assess teachers' readiness to deliver lesson materials. Meanwhile, indirect supervision involves written reporting or recording of teacher performance without having to go into the field. In implementation of MM supervision more directed at activities to guide, train, and evaluate all teacher performance, starting from RPP planning, From its implementation to its assessment. So, we will effectively supervise each teacher to help them carry out their duties as educators. Both monitoring systems The implementation of these programs certainly has the same goal: to determine whether teachers' performance is being carried out effectively. Without direct or indirect supervision, we automatically cannot know what the teachers are doing. As leaders, we must always strive to ensure that all teaching and administrative staff carry out their duties effectively. This ensures that the supervisory activities we implement truly ensure the performance of our subordinates. To evaluate teacher performance, we will look at and check each teacher's lesson plan, then check the teacher's implementation in teaching and check the results of the teacher's evaluation of students. So that's the form of evaluation that we carry out. Which become reject measuring in evaluate Teacher can be seen from the teacher's ability to create lesson plans, then the teacher's ability to implement lesson plans his ability to carry out evaluations of students to the ability of teachers to follow up on the results of their evaluations. The evaluation process is conducted at least twice per semester or quarterly, typically at the beginning or end of each month. There are no obstacles during the teacher performance evaluation process because the MA will prepare the necessary materials prior to the evaluation. Currently, teacher performance at SDN 04 Muara Kemumu is good and focused. This is because the curriculum has been standardized across all classes, making it easier for teachers to carry out teaching activities.

In improving teacher performance, of course what MA does is provide guidance. related task And not quite enough answer a Teacher "So they carry it out thoroughly, starting with classroom teaching, which must be completed. Then, we provide work motivation to make teachers more enthusiastic in their work. Then, we prepare everything teachers need, such as infrastructure, to make it easier for them to carry out their duties. Finally, we always monitor and supervise teacher performance so they can be controlled and directed towards their respective tasks.

Based on the discussion above, it can be concluded that the role of the principal has been... in accordance with duties and functions his .

Meanwhile the results the interview that I did do towards the teachers at SDN 04 Muara Kemumu as following:

RT informant explains that The teacher performance evaluation system implemented by the principal can be both direct and indirect. Directly, the principal visits each classroom to supervise, observe, and evaluate teachers as they carry out learning activities. Indirectly, the principal reviews administrative data on teaching materials. Teacher or results activity teach Teacher without get down straight away to class , Meanwhile According to DH, the principal's implementation of teacher evaluation is to always provide direction or instructions at all times, especially at the beginning of the semester, so that every teacher and employee other can carry out

his duties with as good as Possible.

Informant LM Explains about implementation evaluation implemented by the Head School I strongly agree that the implementation of the principal's evaluation system for teachers is very helpful

for teachers in carrying out their duties as educators and the teaching and learning process can take place effectively. According to TWN informant Yes, because with its existence With this evaluation, subject teachers can easily obtain information about their performance results during their supervision period. This will serve as a reference. future improvements regarding the implementation of teacher performance properly. ML informant provides explanation time of implementation Head school in do evaluation that is At the end of each semester, a final report will be carried out on each assignment . Teacher Which teach in the eyes lesson Which held.

Informant YA explained that Evaluation of learning devices, checking whether teachers are active in teaching, implementation of daily teacher duty duties And all task Teacher Which has charged.

Informant HY explained that Has the principal been carrying out his duties so far? well as a school leader Yes, the current principal as a leader has been able to bring this school much better than before, especially he always tries to fulfill all the school's needs, both in terms of facilities and infrastructure. One of them is this office building which was just built since he took charge then fence school and building the other renewal process is not long and this is a work program Which has implemented blessing head school.

Research Results

Evaluation teacher performance

Based on the data obtained from the results of interviews, documentation and observations with the principal and teachers at SDN 04 Muara Kemumu, Kepahiang Regency, it was found that overall, educators have fulfilled their respective roles in supporting learning activities, although there are still some things that are not optimal, so it can be concluded that educators have carried out their roles in supporting learning activities at school.

Furthermore, regarding violations committed by educators, based on the data obtained, the educators did not commit violations against students, even up until this interview took place, no violations were found by educators that would hinder the learning process, while regarding the steps taken by educators to improve discipline at school, educators took persuasive steps by doing many things through providing motivation, examples of self-discipline, and moral encouragement to students.

Based on the documentation results taken from the teaching staff, the educators have documents such as KKTP criteria for achieving learning objectives, Teaching Modules, Assessment Formats, Education Calendars, face-to-face schedules, daily agendas and teacher guidebooks, while textbooks have been provided by the school.

In line with the documentation in the learning process through the results of observations, the teaching staff has monitored student work, guided the explanation of the material, encouraged students, applied a scientific approach, utilizing information technology as a learning resource, creating a pleasant learning atmosphere, implementing the formation of attitudes and behavior in learning, conducting assessments of attitudes, knowledge and skills.

As stated by Ibid (2017), namely teacher performance or work achievement (performance) is the result achieved by the teacher in carrying out the tasks assigned to him based on skills, experience and sincerity as well as time with the output produced are reflected well. According to Ondi Saondi and Aris Suherman (2012) Performance Teacher is the ability that shown by Teacher in carry out their duties or work. Performance is said to be good and satisfactory if the goals achieved are in accordance with predetermined standards. Teacher performance is the real behavior displayed by teachers as work

performance based on standards set and adapted to their role at school.

Teacher performance is related to the quality of teachers in carrying out their duties such as: working with students individually, preparing and planning learning, utilizing learning media, involving students in various learning experiences, and active leadership from teachers.

Role of the Head School

Based on the data obtained from interviews, documentation and observations with school supervisors, school committees and educators, it was found that the principal had carried out his role as a manager, as evidenced by the results of interviews with informants who explained that as a manager, the principal of SDN 04 Muara Kemumu, Kepahiang Regency, managed the school professionally, had extraordinary dedication, was able to address all problems that existed in the school and provide solutions, was active in improving the professionalism of educators and education staff, and set directions and goals. school and able to synergize well with all residents at the school. As stated by Ibid (2017) In carrying out his function as a manager, the principal plays a role in managing resources to achieve institutional goals effectively and efficiently, such as the ability to compile programs, the ability to motivate teachers, and the ability to optimize educational facilities. Furthermore based on data Which obtained about role head school as a leader, it was found that the principal of SDN 04 Muara Kemumu , Regency Kepahiang FB carries out meaningful democratic leadership through discussions with educators and education personnel before making a decision. The principal responds well to suggestions and criticism, a general overview of the principal's leadership is seen from the results of work carried out within a certain period, provides good direction to educators and education personnel, provides work motivation to educators and education personnel, supports the improvement of the performance of educators and education personnel by conducting seminars, workshops and training at school.

As expressed by Mulyasa (2003) the principal as a leader, leadership is activity influence person other so that Want to work to achieve predetermined goals. For this purpose, the principal must be able to influence and mobilize school resources in relation with planning And evaluation program school, curriculum development, learning, human resource management, learning facilities and resources, finance, student services, school relations, and so on.

Temporary That role of the head school as administrator As data obtained through documentation results, the principal has created documents related to school activities, both in the form of planning by creating RKJM, RKT and RKA, while for the monitoring document of the learning process, the principal has guided the teaching and education staff if there is any administrative matter related to learning that is not understood. The principal has also prepared supervision documents and equipped the learning facilities and infrastructure for students.

This is reinforced by the opinion of Mulyasa (2003) that the principal as an administrator, the principal is responsible for the smooth running of all administrative work and activities at his school. In this case, the principal of SDN 04 Muara Kemumu , Muara Kemumu Regency Kepahiang has made every effort to provide and facilitate learning activities so that they can run smoothly and well.

The role of the principal as a supervisor based on data obtained through interviews, documentation and observation it can be seen that the principal of SDN 04 Muara Kemumu , Regency Kepahiang Ussu has developed a supervision program, implemented supervision, compiled a supervision report, and followed up on the results. Based on data obtained from documentation, the principal has prepared supervision instruments for the preparation, implementation, and assessment of learning. Meanwhile, observations revealed that the principal has monitored the learning process and

the assessment process carried out by educators.

In line with the role of the principal as a supervisor. It is explained that the principal as a supervisor, carries out supervision which is an activity of observing, identifying which things are correct, which are not correct, and which are incorrect, with the aim of being correct with the aim of providing guidance (Arikunto, 2004; Barinto, 2012; Vivi, 2013)

Based on the facts that have been found in the field, the overall role of the principal at SDN 04 Muara Kemumu , Muara Kemumu Regency Kepahiang, namely as manager, leader, administrator and supervisor, has been carried out very well so that all processes taking place at the school can run as expected.

Conclusion

1. The performance of teachers at SDN 04 Muara Kemumu, Kepahiang Regency, in terms of their demonstrated abilities in carrying out their duties or work, can be said to be good and satisfactory because the goals achieved are in accordance with established standards. Every performance demonstrated by educators is achieved through a number of learning experiences appropriate to their profession.
2. The role of the principal at SDN 04 Muara Kemumu, Kepahiang Regency, as manager, leader, administrator, and supervisor, has been carried out very well. The principal has carried out his role optimally so that all processes taking place at the school can run as expected.

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