

The Influence of Class Management and Teacher's Work Ethic on the Effectiveness of Learning at the Samarinda City Vocational High School

Warman¹, Harliansyah², Lukman Priyandono³, Lorensius Amon⁴

¹Fakultas Keguruan dan Ilmu Pendidikan, Universitas Mulawarman, Indonesia

²Sekolah Menengah Kejuruan Negeri 9, Samarinda, Indonesia

³Universitas Islam Negeri Sultan Aji Muhammad Idris (UINSI) Samarinda, Indonesia

⁴STKPK Bina Insan Keuskupan Agung Samarinda, Indonesia

Abstract

This study is a quantitative study with the aim of knowing the effect of classroom management and teacher work ethic on the effectiveness of the teaching and learning process in Vocational High Schools in Samarinda City. The results of this study indicate that there is a positive and significant influence between classroom management and the effectiveness of the teaching and learning process. This is indicated by a correlation of 0.616 and interpretation if there is no Class Management then the effectiveness of the teaching and learning process is 95.120. Every one point increase in class management will increase the effectiveness of the teaching and learning process by 0.232 (significantly). Then, there is a significant and positive influence between the teacher's work ethic and the effectiveness of the teaching and learning process. This is indicated by a correlation of 0, 107 and interpretation if there is no teacher work ethic then the effectiveness of the teaching and learning process is 25,834. Every one point increase in the teacher's work ethic will increase the effectiveness of the teaching and learning process by 0.232 (Significant). Furthermore, there is a significant and positive effect between classroom management and teacher work ethic together with the effectiveness of the teaching and learning process in schools with a correlation of 0.713 with an interpretation of 71% that the teaching and learning process in SMK (Y) is influenced by class management (X1) and teacher's work ethic (X2), while the remaining 29% is influenced by other factors.

Keywords

classroom management; teacher work ethic; learning effectiveness



I. Introduction

Quality human resources are important for a country to become a developed, strong, prosperous and prosperous country (Rivera et al., 2018). Efforts to improve the quality of human resources cannot be separated from the problem of national education. Education as mandated in the Act is a "conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills they need. society, nation and state"(Law of the Republic of Indonesia, 2003). To realize the above, schools must be built in such a way that teachers not only transfer curriculum content, but more than that, create how the learning process can provide everything that students need (Duryat, 2021). Thus it can sustain their lives in the midst of society and the world of work.

In addition to professional competence, teacher attitudes should also be considered in order to improve teacher performance (Octavian, 2019). A good attitude is reflected in a good personality as well. This is closely related to teacher competence. Four teacher competencies (Personal, Pedagogic, Social and professional) are one of the requirements for a teacher to be said to be professional (Wardoyo et al., 2017). Teacher professionalism as a support for the smooth running of teachers in carrying out their duties is strongly influenced by two factors, namely internal and external (Maritasari et al., 2020). Internal factors include the environment, facilities and infrastructure as well as various exercises that have been carried out by the teacher (Warman, 2021). Professional teachers will be able to organize a fun learning and assessment process for students and teachers themselves (Kartini et al., 2020).

Teachers have a very big contribution to the success of learning in schools (Gina, 2020). Teachers play a very important role in helping the development of students to realize their life goals optimally (Maisyaroh et al., 2021). In the classroom the teacher carries out two main activities, namely teaching activities and classroom management activities. Teaching activities are essentially a process of regulating, organizing the environment around students (Hayudityas & Sanoto, 2021). All teaching components which include objectives, lesson materials, teaching and learning activities, methods, tools and resources, as well as evaluation are carried out optimally in order to achieve the teaching objectives that have been set before teaching is carried out. (Bouchon et al., 2017).

The quality of the teaching and learning process is also greatly influenced by the quality of the competence of the teacher (Nurabadi et al., 2020). Therefore, efforts to improve the ability of teachers in the teaching and learning process need to continuously receive attention from the person in charge of the education system. This education will be successful if it is carried out by teachers with their own abilities and efforts, but often teachers need the help of others (Amon et al., 2021), because he does not yet know or understand the types, procedures and mechanisms in obtaining various resources that are indispensable in an effort to improve their abilities (Winarno et al., 2021).

Good quality education can occur through a variety of factors that are related to planning, process, community support, and facilities in schools. Planning in this case means the readiness and strategy of what is done by the teacher through a design created by understanding the condition of the class. The process is aimed at how the classroom engineering is done by the teacher as well as in-depth understanding of the material so as to create conducive learning conditions. (Ainsiyah, E. et al. 2020)

Classroom management is not only in the form of classroom arrangements, physical facilities and routines. Classroom management activities are intended to create and maintain a classroom atmosphere and condition (Brandon et al., 2018). So that the teaching and learning process can take place effectively and efficiently. For example, providing reinforcement, developing teacher-student relationships and creating productive group rules. In the classroom all aspects of teaching and learning meet and process. Teachers with all their abilities, students with all backgrounds and individual characteristics. The curriculum with all its components, and the material and learning resources with all the subjects meet and integrate and interact in the classroom (Warman et al., 2021). Even the results of education and teaching are largely determined by what happens in the classroom. Therefore, the class should be managed properly, professionally, and must be continuous.

Dwiyono (2018) mentions the problem faced by teachers, both beginners and experienced is classroom management. An aspect that is often discussed by professional writers and teachers is also classroom management. Given that the main and most difficult task for teachers is classroom management, there is no one approach that is said to be the best. Most teachers are not able to distinguish between teaching problems and management

problems. The problem of teaching must be solved by means of teaching and problems of management must be solved by means of management.

Class management is needed because from time to time the behavior and actions of students always change (Ye et al., 2021). Today students can study well and calmly, but tomorrow not necessarily. On the other hand, in the future, the competition may not be healthy. Classes are always dynamic in the form of students' behavior, actions, attitudes, mental and emotional. There are several obstacles that are often faced in improving the quality of teachers, for example, there is no full support from the principal on the grounds that the school did not program it beforehand.(Wardoyo et al., 2017). Another inhibiting factor is the low work ethic of teachers. So the school does not intend to develop the results of training, workshops or seminars. The government's role in following up on training results is also still low (Warman, 2021). Aspects needed to develop teacher professional abilities through teacher working groups (KKG) and subject teacher consultations (MGMP). Both are ideal moves. Because it consists of support from various parties, including members, and has the qualifications and competencies of an ideal facilitator.

The change in the learning paradigm is that the orientation that was originally teacher-centered has shifted to student-centered; the methodology which was originally more dominated by expository changed to participatory; and the approach that was originally more textual has turned into contextual(Msonde, 2021). Conceptually all of this is a consequence of the shift in the educational paradigm from initially using the concept of teaching to learning-based. One of the serious problems facing our world of education today is the low quality of learning which ultimately results in low quality education (Msonde, 2021). Indicators that can be used as a benchmark for the low quality of our current education in the background of a number of problems include: (1) the low quality of teachers and their understanding in the curriculum development process, (2) the learning process seems monotonous due to the lack of mastery of the use of various teaching methods and (3) inadequate infrastructure.

In connection with the above, then one way to achieve a quality education process can be determined by one of the dynamic elements, namely the participation and responsibility of teachers as well as an effective teaching and learning process to achieve the success of the learning process in the classroom, the role of teachers and students is the party. which is very important. If the learning process is not going well, it can be ascertained that the results are also not good and of poor quality and not in accordance with the demands of the development of science and technology.

Based on the above background, it can be identified problems that affect teacher performance, among others: 1) Classroom management is still a problem, because class management includes broad factors including classroom arrangements, physical facilities and routines; 2) Class management activities are still a problem in terms of creating and maintaining classroom atmosphere and conditions; 3) Another inhibiting factor is the low work ethic of teachers; 4) the teaching and learning process has not been effective in terms of providing reinforcement, developing teacher-student relationships and making productive group rules; 5) There are still problems in the educational aspect of teaching, meeting and processing.

So this study aims to answer the following questions: Is there a significant and positive influence between classroom management and the effectiveness of the teaching and learning process in SMK? Is there a significant and positive influence between the teacher's work ethic and the effectiveness of the teaching and learning process in SMK? Is there a significant and positive influence between classroom management and teacher work ethic together with the effectiveness of the teaching and learning process in SMK?

II. Research Methods

This study uses a survey method with a correlation technique, namely connecting one variable with another variable to understand a phenomenon by determining the degree of relationship between these variables. Conducting a correlation study will be able to reveal the relationship between two independent variables, namely Class Management (X1) and Work Ethic (X2) with one dependent variable, namely Teaching and Learning Effectiveness (Y). Then the relationship between the independent variable and the dependent variable will be determined together with the dual paradigm of an independent variable.

The population is the entire object to be studied and will be subject to generalization of research results. The population in this study were all teachers in 12 Vocational High Schools in Samarinda City. Sampling in this study was random sampling and the sampling technique used the Slovin formula as follows:

$$n = \frac{N}{Nd^2 + 1}$$

Information:

n = Number of Samples

N = Total Population

d² = 5% recession or 0.05

$$n = \frac{134}{134(0,05)^2+1} \quad n = \frac{134}{134(0,0025)+1} \quad n = \frac{134}{1,335} = 100,374 = 100$$

The quantitative data obtained from the research questionnaire were then scored. To analyze the research data used descriptive and inferential statistics. Descriptive statistics aim to obtain a description of the characteristics of the distribution of scores for each of the variables studied by calculating the mean (average), median (middle value) and mode (value that occurs frequently), standard deviations presented in the form of tables and graphs. Inferential statistics are used to test hypotheses using correlation tests, simple linear regression analysis and multiple linear regression analysis. However, before testing the hypothesis, the analysis requirements test was conducted which consisted of a normality test, a homogeneity test and a linearity test.

Statistical Hypothesis 1

Ho : p = O (There is no positive and significant effect between the work ethic of the teacher and the effectiveness of the teaching and learning process in 12 vocational schools.

Ho : p > O (There is a positive and significant influence between the work ethic of teachers and the effectiveness of the teaching and learning process in 12 vocational schools.

Statistical Hypothesis 2

Ho : p = O (There is no positive and significant effect between the Effect of Class Management and the Effectiveness of the Teaching and Learning Process in 12 Vocational High Schools.

Ho : p > O (there is a positive and significant influence between the Effect of Class Management and Teacher's work ethic with the Effectiveness of the Teaching and Learning Process in 12 Vocational High Schools.

Statistical Hypothesis 3

Ho : p = O (There is no positive and significant effect between the Effect of Class Management and Teacher's work ethic with the Effectiveness of the Teaching and Learning Process in 12 Vocational High Schools.

Ho : p > O (There is a positive and significant influence between the Effect of Class Management and Teacher's work ethic with the Effectiveness of the Teaching and Learning Process in 12 SMK.

III. Result and Discussion

In accordance with the title and purpose of this study, the variables described in this study are class management (X1), teacher work ethic (X2) and the effectiveness of teaching and learning outcomes (Y). This section describes the research data obtained in the field through a questionnaire with an instrument developed based on the opinion of experts. The research sample amounted to 99 respondents, in this case 12 Vocational High Schools in Samarinda City. The results obtained include the lowest score, highest score, range of values (range), average (mean), median (median) and standard deviation. The summary of the data from the research results of the three variables is presented in the form of the following table:

Table 1. Summary of Analysis Results

Statistics	X1	X2	Y
Highest score	187	193	188
Lowest score	140	119	137
Value range	47	74	51
Average	170.84	174.61	175.62
median	172.50	183.50	181.00
Mode	172	186	183
Standard Deviation	11,341	19,832	11.255

Information:

X1 = Class management

X2 = Teacher's work ethic

Y = Effectiveness of teaching and learning outcomes process

3.1. Class Management Variables

Based on a questionnaire consisting of 40 questions and filled in by the description, the lowest score is 1 and the highest score is 5, so the score is 40 to 200. The results of data collection show that the empirical score spreads between the lowest score of 140 and the highest score of 187. After calculating obtained the standard deviation / standard deviation is 11,341 and median 172.50 and the mode is 172. Based on the questionnaire obtained an overview of the division of categories against the opinion of respondents to class management. Of the 100 teachers who became respondents, the majority of respondents answered agree to class management as many as 29 people (29%), there were 71 people (71%) who stated strongly agree and none of them stated neutral, disagreed and strongly disagreed.

3.2. Teacher's Work Ethic Variable

Based on a questionnaire consisting of 40 questions and filled in by the description, the lowest score is 1 and the highest score is 5, so the score is 40 to 120. The results of data collection show that the empirical score spreads between the lowest score of 119 and the highest score of 193. The standard deviation / standard deviation is 19.823 and the median is 183.50 and the mode is 186. Based on the questionnaire, it is obtained an overview of the division of categories towards the opinion of the respondents on the work ethic of teachers. Of the 100 teachers who became respondents, the majority of respondents answered strongly agree with the teacher's work ethic that as many as 72 people (72%), there were 17 people (17%) who agreed and 11 people (11%) who stated neutral, and no one those who disagreed and strongly disagreed.

3.3. Variable Effectiveness of Teaching and Learning Outcomes Process

Based on a questionnaire consisting of 40 questions and filled in by the description, the lowest score is 1 and the highest score is 5, so the score is 40 to 120. The results of data collection show that the empirical score spreads between the lowest value of 137 and the highest score of 188. the standard or standard deviation is 11.255 and the median is 181.00 and the mode is 183. Based on the questionnaire, it is obtained an overview of the division of respondents' opinion categories on the effectiveness of the teaching and learning process of teachers. Of the 100 teachers who became respondents, the majority of respondents answered strongly agree with class management that as many as 79 people (79%), there were 21 people (21%) who agreed, and none of them stated neutral, disagreed.

3.4. Normality test

The normality test is intended to pay attention to whether the sample data comes from a normally distributed population or not. In this study, the normality test used the normality test using the Kolmogorov-Smirnov test with a significance level of 0.05 using SPSS for windows as follows Table 4.2 Normality Test Output. Based on this, the significance value obtained is 0.820 which is greater than 0.05, so it can be concluded that the variables are normally distributed. Normal distributed residual data can be shown by the normal pp plot of Regression Standardized Regression Standardized Residual which is close to a straight line as shown in Figure 2.

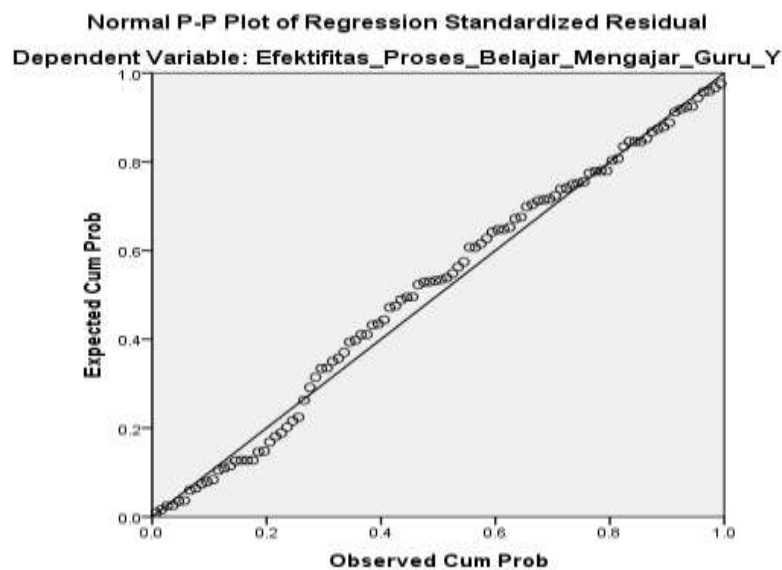


Figure 2. Normality Test Results

3.5. Testing the relationship between classroom management (X1) and the effectiveness of the teaching and learning process (Y)

The first hypothesis proposed in this study is: there is a positive and significant influence between class management (X1) on the effectiveness of the teaching and learning process (Y) Based on the results of calculations using simple linear regression analysis between class management (X1) on the effectiveness of the teaching and learning process (Y) produces a regression direction of 0.697 and a constant of 56,629, thus there is an influence between the two variables described by the regression equation = $56,629 + 0.697$ Furthermore, to determine the degree of the regression equation, the F test is carried out as presented in table 2.

Table 2. Regression Analysis of Variable X1 and Variable Y

Variable Model	Score	Fcount	Ftable	Conclusion
Constant Value	51,824	95.120	0.232	Significant
Class Management	0.616	95.120	0.232	Significant

Based on table 4.9, it can be concluded that the regression equation = $51.824 + 0.616$ with a calculated F of $95.120 > F$ table 0.232 at a significance level (α) = 0.05 is significant. The results of the calculation of the effect of class management variables (X1) on the effectiveness of the teaching and learning process (Y) are shown in the following table:

Correlations			
		Managemen nt_Class_ X1	Effectiveness_Prose s_Learning_Mengajar_ Guru_Y
Management_Class_X1	Pearson Correlation	1	.702**
	Sig. (2-tailed)		.000
	N	100	100
Effectiveness_Prose s_Learning_ Mengajar_Guru_Y	Pearson Correlation	.702**	1
	Sig. (2-tailed)	.000	
	N	100	100

** . Correlation is significant at the 0.01 level (2-tailed).

Table 3. Class management correlation (X1) on the effectiveness of the teaching and learning process (Y)

No	Variable	r hit	r table	r2	sig	
					alpha	
1	X1	0.702	0.232	0.4928	0.05	0.000
	Y				0.05	0.000

From the table above, it can be seen that r arithmetic $> r$ table = $0.702 > 0.232$ and the significance value of classroom management on the effectiveness of the teaching and learning process is $0.00 < 0.005$, it can be concluded that H_0 is rejected and H_a is accepted.

3.6. Testing the relationship between the teacher's work ethic (X2) and the effectiveness of the teaching and learning process (Y)

The second hypothesis which states in this study is that there is a positive and significant influence between the teacher's work ethic (X2) and the effectiveness of the teaching and learning process (Y), based on the results of calculations using simple linear regression analysis resulting in a regression direction of 0.107 and a constant of 51.824 thus The shape between the two variables is described by the regression equation = $51.824 + 0.107$. Furthermore, to determine the degree of regression equation, the F test was carried out as presented in the table below.

Table 4. Regression Analysis of Variable X2 and Variable Y

Variable Model	Score	Fcount	Ftable	Conclusion
Constant Value	51,824	25,384	0.232	Significant
Teacher's Work Ethic	0.492	25,384	0.232	Significant

Based on the table above, it can be concluded that the regression equation = $51.824 + 0.492$ with a calculated F of $25.384 > F$ table of 0.232 at a significance level (α) of 0.05 is significant. The results of the calculation of the effect of the teacher's work ethic variable (X2) on the effectiveness of the teaching and learning process (Y) are shown in table 4. Based on this it is known that r count $> r$ table = $0.457 > 0.232$ and the significance value of the teacher's work ethic on the effectiveness of the teaching and learning process is $0.00 < 0.005$, it can be concluded that H_0 is rejected and H_a is accepted.

3.6. Testing the relationship between classroom management (X1) teacher work ethic (X2) together with the effectiveness of the teaching and learning process (Y)

The third hypothesis proposed in this study is: There is an effect of class management (X1) and teacher work ethic (X2) together on the effectiveness of the teaching and learning process (Y). Testing the significance of the regression equation can be seen in table 5.

Table 5. Significance Test

Model (Variable)	Score	Fcount	Ftable	Conclusion
Constant value	51,824	-	0.232	Significant
Class Management	0.616	95.120	0.232	Significant
Teacher's Work Ethic	0.107	25,834	0.232	Significant
Process effectiveness	0.713	50,214	0.232	Significant

Based on the table above, it can be concluded that the regression equations = $51.824 + 0.616$ and $51.824 + 0.107$ are significant. The results of calculating the effect of class management variables (X1) and teacher work ethic (X2) together on the effectiveness of the teaching and learning process (Y) are shown in the following table:

Table 6. Variable Correlation

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.722a	.521	.511	7.868	.521	52,789	2	97	.000

a. Predictors: (Constant), Management_Class_X1, Etos_Kerja_Guru_X2

From the table above, it can be seen that r arithmetic $> r$ table = $0.722 > 0.232$ and the significance value of classroom management and teacher work ethic together on teacher performance is $0.00 < 0.05$, it can be concluded that H_0 is rejected and H_a is accepted. Based on the analysis of the data above, it can be seen that from the three research hypotheses tested, it turns out that the three hypotheses have a positive and significant relationship. Discussion of each research hypothesis and the results of the analysis are significant. The discussion of each research hypothesis from the analysis of the influence between variables will be presented as follows:

The influence between variables will be presented as follows:

a. The Influence between Class Management (X1) together with the effectiveness of the teaching and learning process (Y)

From the results of the hypothesis test, it was found that there was a significant and positive effect between classroom management and the effectiveness of the teaching and learning process. Classroom management in the world of education has a very close influence

on advancing and improving the learning process. The main activity is to improve the system and special performance in teaching and learning activities. From this description it can be concluded that classroom management is the process of planning, organizing, actualizing and supervising teachers, both individually and with or through other people to achieve effective and efficient learning objectives by utilizing existing resources.

Class management keywords are optimizing class resources for the creation of an effective and efficient learning process. the process of planning, implementation, and evaluation carried out by teachers, both individually and with or through other people to optimize the learning process. The word planning here refers to learning planning and its supporting elements. Implementation means the learning process, while evaluation means learning evaluation. The evaluation here consists of two types, namely process evaluation and evaluation of learning outcomes. The objectives of Class Management are: a) So that teaching can be carried out optimally, so that teaching objectives can be achieved effectively and efficiently; b) To provide convenience in the effort to monitor student progress in their lessons. With class management, it is easy for teachers to see and observe every student's progress/development, especially students who are classified as slow; c) To make it easier to raise important issues to be discussed in class for the improvement of future teaching.

b. The influence of the teacher's work ethic (X2) and the effectiveness of the teaching and learning process (Y)

From the results of hypothesis testing, it was found that there was a significant and positive influence between the work ethic of the teacher and the effectiveness of the teaching and learning process. A clear work ethic describes things that are normative as an attitude of will that is required to be developed. The follow-up to this work ethic is to improve the quality of the work of teachers in accordance with the plans that have been set in each semester and yearly period. Based on the above limitations, the teacher's work ethic can be described as an attitude of a person's will which is expressed through a spirit in which moral pressures and certain values are contained. work ethic is an attitude taken based on his moral responsibility: hard work, efficiency, diligence, punctuality, achievement, energetic, cooperative, honest, loyal. with the effectiveness of the teaching and learning process A clear work ethic describes things that are normative as an attitude of will that is required to be developed. So that the teaching and learning process can run as expected, a follow-up to the work ethic, namely increasing the quality of work of teachers while in class or teaching according to a predetermined plan in each semester or yearly period. Based on the above limitations, the work ethic of the teacher can be used as a main idea in the world of education in Indonesia, where the work ethic of the teacher in a school organization is absolutely necessary to improve the efficiency and effectiveness of the process of implementing learning tasks in school education units. a follow-up to the work ethic, namely increasing the quality of work of teachers while in class or teaching according to a predetermined plan in each semester or yearly period. Based on the above limitations, the work ethic of the teacher can be used as a main idea in the world of education in Indonesia, where the work ethic of the teacher in a school organization is absolutely necessary to improve the efficiency and effectiveness of the process of implementing learning tasks in school education units. a follow-up to the work ethic, namely increasing the quality of work of teachers while in class or teaching according to a predetermined plan in each semester or yearly period. Based on the above limitations, the work ethic of the teacher can be used as a main idea in the world of education in Indonesia, where the work ethic of the teacher in a school organization is absolutely necessary to improve the efficiency and effectiveness of the process of implementing learning tasks in school education units.

c. Influence between classroom management (X1), teacher work ethic (X2) and the effectiveness of teaching and learning outcomes (Y)

From the results of hypothesis testing, it was found that there was a significant and positive effect between classroom management and teacher work ethic with the effectiveness of the teaching and learning process. Class management at the school is quite good so that it can support the activities of teachers and all staff at the school, including increasing professional competence. In addition, teachers who have a high work ethic are certainly willing and able to serve well. With good classroom management plus teachers who have a high work ethic, of course, they can improve learning outcomes at the school.

From the results of the study, it was found that there was a positive and significant influence jointly between class management and teacher work ethic with the effectiveness of the teaching and learning process.

IV. Conclusion

The results of this study indicate that there is a positive and significant influence between classroom management and the effectiveness of the teaching and learning process. This is indicated by a correlation of 0.616 and interpretation if there is no Class Management then the effectiveness of the teaching and learning process is 95.120. Each increase of one point in class management will increase the effectiveness of the teaching and learning process by 0.232 (significantly). Then, there is a significant and positive influence between the teacher's work ethic and the effectiveness of the teaching and learning process. This is shown by a correlation of 0.107 and interpretation if there is no teacher work ethic then the effectiveness of the teaching and learning process is 25,834. Every one point increase in the teacher's work ethic will increase the effectiveness of the teaching and learning process by 0.232 (Significant).

Furthermore, there is a significant and positive effect between classroom management and teacher work ethic together with the effectiveness of the teaching and learning process in schools with a correlation of 0.713 with an interpretation of 71% that the teaching and learning process in SMK (Y) is influenced by class management (X1) and teacher's work ethic (X2), while the remaining 29% is influenced by other factors.

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