

The Effect Of Academic Supervision And Competency Toward Senior High School Teachers' Performance Of Islamic Education In South Lampung

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THE EFFECT OF ACADEMIC SUPERVISION AND COMPETENCY TOWARD SENIOR HIGH SCHOOL TEACHERS' PERFORMANCE OF ISLAMIC EDUCATION IN SOUTH LAMPUNG

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Abstract

The aim of this research is to know the effect of academic supervision, pedagogical competency, personal competency, social competency and professional competency toward senior high school teacher' performance of Islamic education in South Lampung. The research result: 1) there is an effect of academic supervision (X1) toward teacher's performance (Y) of Islamic education in senior high school of South Lampung District, 2) there is an effect of pedagogical competency (X2) toward teacher's performance (Y) of Islamic education in senior high school of South Lampung District, 3) there is an effect of personal competency (X3) toward teacher's performance (Y) of Islamic education in senior high school of South Lampung District, 4) there is an effect of social competency (X4) toward teacher's performance (Y) of Islamic education in senior high school of South Lampung District, 5) there is an effect of professional competency (X5) toward teacher's performance (Y) of Islamic education in senior high school of South Lampung District, 6) there is an effect of academic supervision (X1), pedagogical competency (X2), personal competency (X3), social competency (X4) and professional competency (X5) toward teacher's performance (Y) of Islamic education in senior high school of South Lampung District.

Keywords: Teacher's performance, academic supervision, pedagogical competency, personal competency, social competency.

Introduction

Education is a long-term infestation in developing human resource having strategic value for the continuity of human civilization. Without education, a Nation or community will not have an improvement, and cause the lack of civilized community. Almost all of the countries put the variable of education as a crucial and main thing putting education at the first place in building the nation.

Talking about the educational quality, it cannot be separated with the learning quality or school quality. There are many factors that should be paid attention in the case of improving the quality of learning and school. One of the important factors which is the key to improve the learning quality and school quality is improving teachers' performance.

Teacher as one of the important components of education is required to improve their performance which suitable for the need of human resource having the quality. However, the fact indicates that teachers' performance in Indonesia is still low and behind the other countries. Several harsh criticisms coming from several point of views is aimed at national educational field by various reasons and interests. There are still several sides accusing that the national crisis happens today comes from education especially in teacher's performance.

This case becomes the reason that teacher should have high quality and performance. However, the teachers' quality in Indonesia is categorized very low combined with other development countries. Based on the data of UNESCO in Global Education Monitoring (GEM) Report 2016, the education in Indonesia place 10th rank of 14 development countries and teachers' quality place the standard 14th of 14 development countries in the world. This case happens in every region in Indonesia.

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If we observe in Lampung province in general, and specially in South Lampung, that the average of Islamic education teachers' performance and discipline is still low. This case can be reflected to the result of selection academic of the candidate of Teacher professional education of Islamic education in 2019, there are only 55 of 131 candidates that pass with the criteria of the passing grade is minimal 55. Moreover, the teacher' presence at school is only when they have teaching hours and the arrangement of lesson plan is only at the beginning of the semester. Although it does not become the matter, but the ideal is the lesson plan should be arranged when the teacher performs the learning. Besides that, teacher rarely join the activities that could improve their competency, such as workshop, technical guidance, subject teacher deliberation, etc.

There are many factors that affect teacher's performance. Factors that affect teacher performance include teacher competency, academic supervision, management programs, conducive climate, facilities and infrastructure, physical and mental condition of teachers, leadership style of the principal, welfare assurance, managerial ability of the principal and others. Besides that, the learning process in the classroom is also very important, where in this activity the learners are educated, trained, and taught something so that they are able to master the expected learning objectives.

The concept of performance in Islamic view is related to everything that has been done by an individual is relevant to a certain standard. Relating to the human's performance, God is All-mighty and All-wise. When man does all the commandments of God, God rewards him. On the contrary, when man breaks the rules that He has outlined, Then Allah will punish him with a painful punishment, as described in several verses in the Quran including Surat Al-Kahf verses 87-88 which reads:

قَالَ أَمَّا مَنْ ظَلَمَ فَسَوْفَ نُعَذِّبُهُ ثُمَّ يُرَدُّ إِلَىٰ رَبِّهِ فَيُعَذِّبُهُ عَذَابًا نُكْرًا
وَأَمَّا مَنْ ءَامَنَ وَعَمِلَ صَالِحًا فَلَهُ جِزَاءٌ الْحَسَنَىٰ ۖ وَسَنُقَوِّلُ لَهُ مِنْ أَمْرِنَا يُسْرًا

Meaning: He (Zulqarnain) said, "Whoever does wrong, we will punish him, and then he will be returned to his Lord, and He will punish him with a severe punishment. As for him who believes and does good works, he shall have the best reward, and We shall tell him our easy command."

Work is an inseparable unity, starting from the intention of working that is not only looking for the abundance of material in the world but also looking for reward in the afterlife later. This intention will correlate with the efforts made by an individual. When the intention of work is worship, it has contained two purposes, namely meeting physical needs and spiritual needs or material and nonmaterial needs. Therefore, because the purpose of work is not only seeking material abundance, the impact is not only in the form of physical strength but also non-physical strength (prayer). Thus, the output of work is a work attitude framed with a sense of tawakal. It means that when an individual has worked with all his abilities, then the results of the work is not entirely which is appropriate with his expectations then he will still receive the work with gratitude. The obligation of a believer to work is enshrined in the Word of Allah SWT surah Al Jumu'ah verse 10:

فَإِذَا فُضِّبَتِ الصَّلَاةُ فَانْتَشِرُوا فِي الْأَرْضِ وَابْتَغُوا مِنْ فَضْلِ اللَّهِ وَاذْكُرُوا اللَّهَ كَثِيرًا لَعَلَّكُمْ تُفْلِحُونَ

It means: "When the prayer has been performed, then scatter you on the earth; believe the God gift and remember God much, so that you may prosper."

Based on the verse, when the prayer is finished, disperse in the land and seek the bounty of Allah, and remember Allah much, that you may prosper. On Friday, the Prophet Muhammad preached but suddenly came a caravan carrying merchandise, then hit the drums welcomed his arrival as usual. Except twelve of them who remained with the Prophet, and Allah is all-mighty, all-wise. Furthermore, Allah commands us to work hard and more vigorously, as the word of Allah SWT Letter Asy-Syarah verse 7 which reads

فَإِذَا فَرَغْتَ فَانصَبْ

It means: "So when you are finished (from one matter), keep working hard (for other matters)."

Based on the verse, when we are done with one matter, keep working hard for another. And when you have accomplished what you have done, then go forth before your Lord on your knees. As soon as we finish worshipping, be earnest in praying. So it goes on.

Joseph M. Juran's theory about the concept of The Quality Trilogy is: quality planning, quality control and quality improvement. The principal's duties as a supervisor when using Juran's theory are in Quality control, a process where learning outcomes are thoroughly examined and evaluated, compared to the needs desired by the students. Known problems are then solved, for example learning activities that deviate from the objectives must be fixed immediately.

The success of the headmaster as a supervisor is to be able to utilize the supervision result, including: (1) utilizing supervision result to improve teacher performance, and (2) utilizing supervision result

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for school development. Therefore, to get a qualified principal can be taken from qualified teacher, namely those who have competency and experience as teachers (direct experimental learning). Teaching experience at school is not enough to be a qualified principal, but it is necessary to prepare through the training of the headmaster related to the duties as a supervisor that will be carried out and the experience of being a principal.

A leader in Islam should make Rasulullah SAW as the main example in living his leadership, because in fact every man is created as a caliph and will be held accountable for what he leads, as God says:

وَإِذْ قَالَ رَبُّكَ لِلْمَلَائِكَةِ إِنِّي جَاعِلٌ فِي الْأَرْضِ خَلِيفَةً قَالُوا أَتَجْعَلُ فِيهَا مَنْ يُفْسِدُ فِيهَا وَيَسْفِكُ الدِّمَاءَ وَنَحْنُ نُسَبِّحُ بِحَمْدِكَ وَنُقَدِّسُ لَكَ
قَالَ إِنِّي أَعْلَمُ مَا لَا تَعْلَمُونَ

It means: When your Lord said to the angels, "I am about to make a caliph on earth," they said, "Do you want to make a ruined and shed blood there, while we glorify You and purify Your name?" He said, "I know what you do not know." (Al Baqarah: 30)

In accordance with the word of God QS. Al Baqarah above, that the headmaster as the leader should have responsibility for what is done, especially in supervising the teachers, providing guidance and training to the teachers, so that whatever is done in the process of improving the performance of teachers, everything will be accounted for before Allah SWT.

As a supervisor, the headmaster is expected to act as a consultant, as a facilitator who understands the need of the teacher and is also able to provide alternative solution. In addition, the headmaster is also expected to motivate teacher to be more creative and innovative. In terms of teacher competency development through supervision, it is necessary to note that the main activity of supervision is to conduct coaching to school and teacher in order to improve the quality of learning.

Besides academic supervision, teacher competency is also a factor that affects teacher performance. The role of teacher is very decisive in improving the quality of the school, so teacher should have competency or academic skill, professional skill, pedagogical skill, and social skill, in the implementation of learning in the classroom. The four abilities that should be owned in the implementation of learning are inseparable from each other.

Nationally, the average result of the Teacher Competency Test (TCT) from year to year are always increasing. But in general, it is still below the Passing Grade of graduation set by the government through the Ministry of Education and Culture. The average of TCT result of high school teacher in 2015 was 45.38, in 2016 was 66.66 and in 2017 was 69.55. Furthermore, the average teacher competency test results in 2017 for Lampung province were 61.57 and South Lampung district was 61.08.

Based on the data exposure above, the average of teacher competency test result is still low, as it is below the average of Passing Grade set nationally in 2017 which is 70. The average of TCT result is still low both at the national, provincial, and even in South Lampung. The low of TCT result is certainly supposed to affect the performance of a teacher.

It is realized that good teacher performance will have an impact on the success of teacher in implementing the quality of the learning. With a quality of the learning process output or graduates of students will have a competency that has quality, including the academic field. Although the teacher is recognized as an important element in the

development of the nation, but ironically the teacher has not received a reasonable award which is appropriate with their dignity and human rights. This is reflected in the lack of assurance and protection for teacher in the implementation of their duties and the acquisition of their rights as an individual, educator and citizen. In fact, teachers have no right to be able to teach professionally and effectively, this is reflected in the current conditions, such as the placement of teachers is not evenly distributed, so the number of teachers in some schools is lacking so that they have to work beyond the scope of their duties, teacher welfare, especially honorary teachers who are not feasible, and the management is not conducive. All of them are reflection of violation of teachers' human rights.

The most strategic and systematic component among the components stated above are the teacher component, especially those related to performance in displaying their competency. In this case, teachers are expected to be able to manage other components as a system, so that with existing condition can display optimal performance. Realizing a very strategic position, various efforts to improve the quality of teachers continue to be implemented out by the government. Teacher quality improvement pathways are developed both in-office education pathways and pre-office education pathways. Gradually teacher welfare is improved, such as through salary increases, smooth promotion and certification.

The development of science and technology brings logical consequence to the orientation of teacher professional development directed to develop their competency. Article 10 paragraph (1) of Law No. 14 of 2005 concerning Teachers and Lecturers mandates that Teachers should have pedagogical competency, personal competency, social competency, and professional competency. Look at the main tasks and standards of educator, teachers are the most influential component to the creation of quality educational process and outcome. Therefore, enhancement and improvement effort made to produce a quality of education will not make a significant contribution without the support of competent teachers, teacher who have excellent competency until in turn have reliable performance.

Based on the result of the pre-survey on October 18th, 2018 at the Education and Culture Office of Lampung province through documentation study, the condition of senior high school of Islamic Education teacher of Lampung Selatan district, there are 54 of 88 teachers that have been certified. It means that there is only 61.37% of Islamic Education teachers in South Lampung that have really been recognized by the government. While the rest are still waiting to be certified. It can be interpreted that 34 teachers or 38.63% of teachers are not yet professional.

Based on the exposure, it indicates that academic supervision activity is still not optimal; low teacher competency; and still low teacher performance, the author is interested to conduct further research on teacher performance with the title: "The effect of academic supervision, pedagogical competency, personal competency, social competency, and professional competency on the performance of Islamic Religious Education of high school teachers in South Lampung".

RESEARCH METHOD

This type of research is quantitative research with a simple and multiple linear regression approach. Survey method is used to take samples from a certain population by using questionnaires as primary data collection tool. The data collection tool used is questionnaire which is filled by senior high school teacher of Islamic Religious Education in Lampung Selatan 2018/2019. This research consists of 1 independent variables, such as: academic supervision, pedagogical competency, personal competency, social competency, and professional competency, one dependent variable in this research

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is teacher performance.

The instrument used is questionnaire to measure teacher performance, pedagogical competency, personal competency, social competency, professional competency and academic supervision. Each variable is organized based on indicators and dimension. Before compiled the questionnaire, it is developed a grid derived from conceptual and operational definitions with attention to the indicators and dimensions of each variable.

The main data collection method is questionnaire, for variables: teacher performance (Y), academic supervision (X1), pedagogical competency (X2), personal competency (X3), social competency (X4), and professional competency (X5). Meanwhile, for collecting supporting data such as an overview of the research area, vision, mission and objective, teacher condition, condition of facilities and infrastructure and organizational structure of the school data is taken by using auxiliary methods namely question and observation.

The data analysis that the author will use in this research is descriptive analysis and verificative analysis. Data analysis is the simplification of data into a form that is easy to understand, read and interpret. Verificative analysis is a research method that aims to test the veracity of hypotheses which means testing truth of existing theories. Verificative analysis method conducted in this research is by using simple and multiple linear regression analysis.

RESEARCH FOUNDING

Descriptively, the research result is presented on the distribution table of frequency in the table below.

Table 1. Descriptive Data of teacher's Performance (Y), Academic Supervision (X1), Pedagogical Competency (X2), Personal Competency (X3), Social Competency (X4) and Professional Competency (X5).

	Teacher's Performance	Academic Supervision	Pedagogical Competency	Personal Competency	Social Competency	Professional Competency
N	50	50	50	50	50	50
Valid	50	50	50	50	50	50
Missing	100	100	100	100	100	100
Mean	100.6800	75.7400	146.5200	54.1400	36.9800	52.1400
Median	101.0000	75.0000	145.0000	54.0000	37.0000	51.5000
Mode	99.00*	75.00*	136.00*	50.00*	38.00	50.00*
Std. Deviation	7.44350	11.67556	12.55395	6.42066	4.29280	5.70002
Variance	55.406	136.319	157.602	41.225	18.428	32.490
Skewness	-.135	-.379	.288	-.109	-.223	.060
Kurtosis	-.299	.823	.085	-.741	-.379	.164
Range	34.00	59.00	57.00	24.00	18.00	26.00
Minimum	84.00	40.00	119.00	41.00	27.00	39.00
Maximum	118.00	99.00	176.00	65.00	45.00	65.00
Sum	5034.00	3787.00	7326.00	2707.00	1849.00	2607.00

Before conducted the hypothesis test by simple and multiple regression analysis technique, first conducted test requirement, such as data normality test and homogeneity. Data normality test is conducted toward the variable of teacher's performance (Y) Academic Supervision (X1), Pedagogical Competency (X2), Personal Competency (X3), Social Competency (X4) and Professional Competency (X5). The result of normality test is presented on the table below.

Table 2. Output result of SPSS of Normality test

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Teacher's Performance	.051	50	.200*	.992	50	.978
Academic Supervision	.077	50	.200*	.976	50	.407

Pedagogical Competency	.082	50	.200*	.982	50	.632
Personal Competency	.077	50	.200*	.968	50	.189
Social Competency	.070	50	.200*	.982	50	.644
Professional Competency	.120	50	.069	.977	50	.419

Based on the table, it can be concluded that: normality testing of all variable data is obtained sig value. in Kolmogorov-Smirnova is > 0.05 then it can be said that data variable is normal distributed.

Furthermore, data variance homogeneity test is conducted by using computer testing of SPSS version 16.00 program with Levene's Test.

Table 3. The Result Summary Output SPSS for Homogeneity Test

Variable	Levene Statistic	df1	df2	Sig.
Teacher's Performance	.004	1	48	.951
Academic Supervision	.107	1	48	.746
Pedagogical Competency	2.077	1	48	.156
Personal Competency	.035	1	48	.852
Social Competency	.078	1	48	.781
Professional Competency	.003	1	48	.958

Based on the table, variance of teacher performance group, academic supervision, pedagogical competency, personal competency, social competency, and professional competency, because of all sig values. > $\alpha = 0.05$, then all variances in the data group are the same or homogeneous.

Hypothesis testing is conducted six times analysis, such as five hypotheses with simple linear regression analysis and one double regression analysis. The following is a table of simple and multiple linear regression analysis result.

Table 4. Regression Analysis Result and F Test

Effect	Regression Equation	F _{count}	F _{table(α=0.05)}
X ₁ →Y	$\hat{Y} = 80.056 + 0.272 X_1$	10,710	2,31
X ₂ →Y	$\hat{Y} = 73.049 + 0.189 X_2$	5,402	2,31
X ₃ →Y	$\hat{Y} = 82.824 + 0.330 X_3$	4,227	2,31
X ₄ →Y	$\hat{Y} = 82.469 + 0.492 X_4$	4,211	2,31
X ₅ →Y	$\hat{Y} = 78.107 + 0.433 X_5$	5,927	2,31
X ₁₂₃₄₅ →Y	$\hat{Y} = 58.012 + 0.192 X_1 + 0.019 X_2 + 0.168 X_3 + 0.134 X_4 + 0.216 X_5$	3,043	2,31

Based on table 4, it is concluded that there is an effect of variable X₁ (X₁, X₂, X₃, X₄, X₅, and X₁₂₃₄₅ on teacher performance (Y). The form of the relationship is positive, significant and linear. Furthermore, to observe the effect of variable X on Y, conducted the test of meaning correlation coefficient and t-test.

Table 5. Coefficient Meaning Test Correlation and Simple/Doble Regression

Correlation and regression	Correlation Coefficient	Determination Coefficient	t _{count}	t _{table}	
				α = 0,05	α = 0,01
X ₁ with Y	0,427	0,182	12,558 **	2,021	2,704
X ₂ with Y	0,318	0,101	6,123 **	2,021	2,704
X ₃ with Y	0,284	0,081	9,471 **	2,021	2,704
X ₄ with Y	0,284	0,081	9,233 **	2,021	2,704
X ₅ with Y	0,322	0,110	8,375 **	2,021	2,704
X ₁ , X ₂ , X ₃ , X ₄ , X ₅ with Y	0,507	0,257	4,373 **	2,021	2,704

Description: ** = Very significant regression coefficient

Based on table 5, it can be concluded that "There is a positive and very significant effect of academic supervision, pedagogical competency, personal competency, social competency and professional competency on the performance of Islamic Education teachers of senior high school in Lampung Selatan Regency". This is shown from the results of the analysis using linear regression analysis, both simple and multiple.

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The existence of a very significant effect of academic supervision, pedagogical competency, personal competency, social competency, and professional competency together on teacher performance proves that the theory stating academic supervision, pedagogical competency, personal competency, social competency and professional competency will determine the condition of the teacher and is expected to improve teacher performance in literature in line with the proposed thinking framework. Therefore, through this research, it is proven that academic supervision, pedagogical competency, personal competency, social competency and professional competency together are one of the determining factors for improving teacher performance, besides other factors.

CONCLUSION

Based on the literature study, the results of hypothesis testing and the findings of the research results, all the hypotheses proposed are acceptable, so it is generally concluded that: "There is a very significant effect of academic supervision (X₁), pedagogical competency (X₂), personality competency (X₃), social competency (X₄), and professional competency (X₅) on the senior high school teacher's performance (Y) of Islamic Religious Education in Lampung Selatan". The conclusion is proven by the findings of the analysis as follows: 1) there is a very significant effect of academic supervision (X₁) on teacher performance (Y), 2) there is a very significant effect of pedagogical competency (X₂) on teacher performance (Y), 3) there is very significant effect of personality competency (X₃) on teacher performance (Y), 4) there is a very significant effect of social competency (X₄) on teacher performance (Y), 5) there is a very significant effect of professional competency (X₅) on teacher performance (Y), and 6) there is a very significant effect of academic supervision (X₁), pedagogical competency (X₂), personality competency (X₃), social competency (X₄), and professional competency (X₅) simultaneously on teacher performance (Y).

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