

The Efforts to Improve Educator Professionalism through Madrasah Principal Leadership and Tsanawiyah Madrasah Educator Discipline

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ABSTRACT

This study examined the effects of administrator leadership and teacher discipline on the professionalism of educators in madrasahs in Serang Regency using a quantitative approach. The purpose of this research was to investigate the influence of principal leadership and teacher discipline on teacher professionalism, as well as the interaction between these two factors. Data were collected through a survey involving 63 respondents from madrasahs in Serang Regency. The findings indicate that stronger principal leadership, supported by higher levels of teacher discipline, contributes significantly to the improvement of teacher professionalism. Principal leadership accounted for 83.72% of the influence on teacher professionalism, while teacher discipline contributed 22.15%, and the interaction between principal leadership and teacher discipline contributed 17.20%. This study contributes to the educational leadership literature by providing empirical evidence that effective principal leadership is the dominant factor in enhancing teacher professionalism while demonstrating that teacher discipline strengthens this relationship. The findings offer practical insights for policymakers and school administrators in designing leadership development and teacher management strategies to improve the quality of education in madrasahs.

Keywords: Teacher Professionalism, Teacher Discipline, Principal Leadership

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INTRODUCTION

Because global education patterns depend on quality-based operations, quality education is key. Mulyasana (2012: 120) states that a good planning system, which includes good materials and governance, and good teachers, produces quality education. Not only a good planning system, but also good governance are essential for quality education. Therefore, quality education must be supported by a well-thought-out strategy and experienced teachers.

A teacher's professional competence comprises a collection of skills related to work requiring a variety of abilities in the field of education. The educator's initial competency in knowledge of human behavior and learning, a perspective on the learning environment, and skills in teaching methods are known as their professional competence. Professional teachers are those who can master themselves in fulfilling their responsibilities.

Martinis Yamin described teachers as individuals who require knowledge, skills, abilities, expertise, and diligence to educate their children to behave according to standards. In other words, a teacher will be considered professional if they possess sound knowledge and a sincere commitment to their work.

Teacher competence is the ability to complete tasks with basic skills. Mastery of the curriculum, subject matter, teaching methods and techniques, commitment to duty, and discipline are these basic skills. Compliance with school regulations is closely linked to teacher discipline. Discipline will encourage teachers to adhere to regulations and procedures. High work discipline will produce good results. One component that helps teachers achieve work

performance is professional competence. The success of education in schools depends on the principal's teacher management. The educational component that influences teacher performance is the principal.

The principal must be able to increase employee motivation, provide direction and supervision, and facilitate two-way communication (Mulyasa, 2009: 115). Closely related to teacher competence, the principal's duty to communicate regularly and collaborate with all teachers in the school is crucial. In the teacher professional planning process, teachers and the principal work together to determine performance metrics and establish a work plan for the following year. The policies created by the principal will influence the way the madrasah operates and significantly influence teacher discipline. Rules that motivate increased teacher discipline can affect the quality of the madrasah.

Conversely, the quality of education will decline if policies fail to drive improvement. Therefore, policies are crucial for indirectly improving teacher discipline. The principal is responsible for providing direction, supervising, evaluating, and communicating the work of teachers, staff, and other employees. Because leadership largely determines the success of an organization, leadership issues are always of interest. Teacher professionalism is crucial to the success of their work activities, and thus, teacher professionalism can improve the educational institution as a whole. Appropriate policies and efforts are needed to ensure that teachers remain professional in their work activities.

This study observed that madrasahs in Serang Regency, where this research was conducted, also faced problems regarding the role of madrasah principals in improving teacher discipline.

Overall, there are several reasons why teacher discipline remains low, including the undisciplined leadership of madrasah principals and the frequent late arrival of teachers. Second, poor discipline, which some teachers disobey. Third, madrasah principals face challenges, such as a lack of cooperation with other teachers. Fourth, the principal's efforts to improve teacher discipline have been unsuccessful. Fifth, the teachers' educational backgrounds are inappropriate when religious teachers teach general subjects.

METHOD

This study uses a statistical analysis model, theory and tentative assumptions, and data were collected through a survey method. The purpose of this study is to find a correlation between the variables of madrasah principal leadership (X_1), teacher professionalism (X_3), teacher discipline (X_2), and teacher professionalism (X_3). Overall, the purpose of this analysis is to find a relationship between the variable of principal leadership (X_1) and the variable of teacher discipline (X_2).

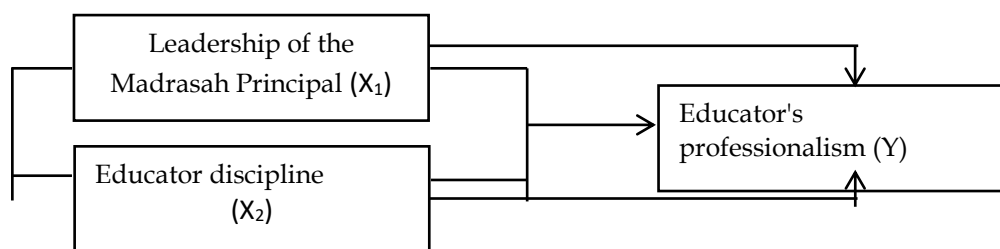


Figure 1. Relationship between independent and dependent variables.

This study involved 630 Madrasah educators in Serang Regency. The sample was randomly selected based on gender, educational qualification level, and teacher position at each Madrasah. Therefore, the sample used in this study represents 10% of the total number of teachers in Serang Regency, or 63 teachers.

This study used primary and secondary data. It conducted simple and multiple regression analyses using Windows SPSS. Exposure analysis, analysis requirements testing, and preliminary hypothesis testing were the study's activities, conducted over a six-month period, from April 2023 to September 2023, at madrasahs throughout Serang Regency.

RESULT AND DISCUSSION

Madrasah Leadership

Leadership is a person's skill in influencing, motivating, directing, and demanding them to take action so that goals can be achieved easily.

In their book "Organizational Behavior", Robert Kreitner and Angelo Kinicki (2007: 509) define "leadership as a process by which an individual influences people to achieve common goals."

Critical to the success of an organization, the discussion of leadership, also known as "leadership," is intriguing. While many other factors influence how well an organization performs, leadership remains crucial. Adequate financial resources, an appropriate organizational chart, and a sufficient number of employees are additional components that can influence goal achievement (Rahmat, 2010: 38).

Allah says, "And We made among them leaders who guided by Our command when they were patient and believed in Our signs."

In this case, the word of God above shows that a leader must patiently provide guidance to those he leads to guide them on the right path. In other words, during leadership, you must always behave well. Leadership can also be defined as a process, an activity of someone to lead, guide, influence, or influence others to achieve desired results. Leadership experience for this type of behavior means, according to Kim Marshall's book (2009: 7), *Rethinking Teacher Supervision and Evaluation*. Suprihatingrum (2013: 273) states that becoming a leader is not easy if you meet several requirements, including:

- a. Must have professional skills.
- b. Have good leadership skills.
- c. Must be fair in running the organization.
- d. Cultivate motivation in subordinates.
- e. Demonstrate dedication to the organization they lead.

Leadership style or how a leader is able to make the people he leads aware of doing what they want, is an important component in the success of a leader.

Gary Yuky (2010:3) states in his book entitled *Leadership in Organization* that the definition of leadership refers to the idea that leadership is a process carried out by someone to show a significant impact on other people.

This indicates that, O David, since We have appointed you as a vicegerent on earth, you must follow the moral code and avoid following your desires, for that will lead you astray from the path of Allah. Those who abandon the path of Allah will face a terrible punishment on the Day of Reckoning.

The ability of a leader to make his followers work together to achieve the goal is more important than the ability of the leader himself, although the skill of a leader cannot be separated from the ability to manage his subordinates.

"Leadership is the process of inspiring others to work hard to accomplish important tasks," as stated by John R. Schermerhon, JR (2010: 434) in his book entitled *Introduction to Management*. William B. Castetter (tt: 66) states that leadership is an individual process between two individuals who work together to encourage others to achieve certain goals. Providing some opinions first will help you understand leadership better. According to Sutarto (1989: 12-13).

1. Ordway Tead:

"Leadership is the activity of influencing people to work together to achieve some goal they desire."

2. Reuter

"The goal of leadership is to influence other people's actions to achieve a particular goal."

3. Dubin

1. Being a leader means having authority and having to make choices. (Making decisions and using power are part of leadership.) According to Gerungan, a leader must possess three characteristics: social understanding, deep thinking, and controlled emotions. According to J. Slikboer, a leader must possess three characteristics: first, intellectual,

second, character-related, and third, related to their duties as leaders. A leader must possess mental, spiritual, and physical strength (Fattah, 2009: 89), according to Ruslan Abdulgani (1958).

As explained by Fred Luthans and Jonathan P. Doh (2006: 454), there are four specific types of leadership, such as providing explanations, checking, assessing, comparing, and discussing.

Considering this explanation, there are several skills a leader needs:

- a. The ability to influence others to achieve goals.
- b. The leader's character and disposition serve as role models and sources of inspiration for subordinates.
- c. Effective use of organizational resources.

Teacher Professionalism

Randwies (1969: 50-51) explains that the word "profession" comes from the English word "profession", which comes from the Latin word "profesus", which means to acknowledge, namely a person who has the ability or expertise in a particular field of work that is produced through long education. Vollmer and L. Mills define work as an activity based on knowledge and skills through training and coaching in mastering the skills/expertise needed to help others with a certain salary or compensation.

According to Fathurohman (2011: 1), a profession can also be defined as an activity based on specific training activities. Thus, a profession is a job or position that demands expertise and skills from the individual who carries it out. (1) is an activity that has social significance that requires certain skills and expertise, (2) acquiring job skills by using scientific principles, (3) the scientific basis of a job begins with good and measurable knowledge, (4) higher education, ongoing, and carried out, and (5) protecting the community wholeheartedly. People who work as professionals have a good reputation in society and receive proper compensation. According to Buchori (2009: 133-137)

Karyawati and Priansa (2013: 111-112) stated that three pillars determine a profession: (1) extraordinary competence, (2) carrying out expert services, and (3) recognizing their existence. A teacher must have five things to be professional, according to Suryadi in Mulyasa (2010: 3-16): (1) teacher commitment to students and PBM, (2) in-depth knowledge of the subjects he teaches, (3) the ability to assess learning outcomes in many ways, (4) Being able to think systematically, and (5) Positioning part of society in his work environment.

The word "profession" comes from the Latin word "profes", which means "public recognition or statement". Jasin said that professionalism can be defined by Anwar in Rahardjo Dawam as an agreement of employees of a job to be active in their field and always innovate in the strategies used in carrying out their duties according to their field (2009: 96). According to Kunandar (2007: 45), the word "profession" comes from "professionalism", which is a job that someone wants or desires. In addition, profession is also defined as a job or position that requires knowledge and skills obtained through education.

In his book on developing the KTSP model, Muhaimin (2008: 14) states that the vision of schools and madrasas is the primary foundation for implementing the academic process. To achieve this vision, schools and madrasas require numerous inputs, including leadership, management, curriculum, resources, and students and other academic staff.

Article 39 Paragraph (2) of Law Number 20 of 2003 concerning the National Education System defines educators as professional staff who are responsible for planning and implementing the learning process, guidance and training, research, and community service, especially for educators in higher education.

According to Moh. Ali in Kunandar's book, to work in this field, people must have in-depth skills in scientific theories and concepts; an adequate level of education; focus on abilities in a specialized field that is the same as their academic field; be sensitive to the social consequences of the work they do; and be able to develop symptoms.

According to Jarvis in Martinis Yamin's book (2013: 20), "Profession" is a term that refers to someone who does work in an expert manner or someone who carries out activities using intellectual skills, abilities, methods and procedures.

It is crucial for teachers to possess professionalism because educators are accountable for imparting their knowledge to their students and serving as role models for others. Therefore, students will be highly motivated to develop the knowledge imparted by their teachers if the teacher possesses high academic integrity. Conversely, if a teacher does not pay attention to their academic quality, the students will not be able to develop their knowledge.

Conceptually, teachers consist of three abilities: career abilities, social abilities, and individual abilities. These three abilities are then classified as follows: a. Job abilities include: 1) Mastery of knowledge, which includes mastery of basic scientific knowledge of the learning material; 2) Deepening the basics of education and teaching; and 3) Mastery of the educational process, teaching, and student learning. b. Social abilities include the ability to adapt to teacher duties and the work environment. c. Personal abilities include: 1) Demonstrating a positive attitude towards all of one's responsibilities as an educator; 2) Understanding, internalizing, and demonstrating one's principles as an educator; and 3) Being an example and role model for one's students.

Educators have the capacity to improve knowledge, attitude, and skills. According to H. Douglas Brown (2000: 55), a teacher would say, *"We will call the first set of principles cognitive because they relate mainly to mental and intellectual functions. it should be made clear however that all twelve of the principle outlined in this chapter spill across somewhat arbitrary cognitive, affective, and linguistic boundaries."*

According to Saiful Sagala (2008: 83), to achieve success in learning activities, teachers must not only understand the subject matter, teaching approaches and techniques, but also must use learning tools or media. Teachers have a professional responsibility to create a representative and comfortable learning atmosphere, so that learning can proceed according to the learning scenario. The existence of teachers in educational institutions is an important component. National education has the following characteristics as a system: (1) has interconnected components, (2) is a unit, (3) has a specific goal, and (4) functions well to achieve that goal.

Humans are obligated to possess knowledge; without it, they will fall far from the truth and be unable to change the times. The way to become a good person is to possess knowledge, which is the right of every human being. As mentioned above, studying knowledge is essential, and seeking it requires the guidance of a teacher. High-quality education can be achieved with the help of professional teachers. According to Islam, everyone has the ability to impart and learn knowledge, especially religious knowledge.

According to Hasanah (2017:17), professionalism is the idea or ability required to perform certain activities. This ability can be acquired through learning or guidance. Developing professionalism is an attitude that goes beyond just technological and management skills.

A profession refers to a specific field and requires in-depth study and understanding of that specialized knowledge. Professional work is work that can only be performed by individuals specifically prepared for it, not because they are unable to obtain it. The presence of professional teachers can provide high-quality learning, which will produce quality children with the ability to keep up with the times.

The value of a capable teacher shows an atmosphere of continuous study, standing, having an attitude, and being responsible, enthusiastic, and having the discipline to succeed in his work.

According to Mc Cully, *"profesi is a vocation in which professed knowledge of some department of learning or science is used in its application to the affairs of other or in the practice of an art founded upon it."*

In the field of education, teachers are responsible for serving the community. The demands of this profession enable them to provide the best possible education. Teachers' obligations to their students include mentoring and developing their abilities so they acquire knowledge.

Schools produce educated individuals without considering the students' cultural, social, and economic backgrounds. Organizations such as Madrasahs aim to help improve the quality of life of the community as a whole. In Madrasah management, there is no such thing as complacency; innovation is constantly occurring. Education professionals must develop strategies to successfully manage Madrasahs, particularly those that address expectations, solve problems, enhance learning, and develop the institution, Madrasah, and teaching as needed. (Yamin and Maisah, 2010: 33)

Essentially, professionalism is the attitude of members toward their work and the skills they possess to carry out their duties and responsibilities professionally. They also adhere to standards and codes of ethics in carrying out their work.

According to Suprihatiningrum (2013: 23), an educator in Arabic is called al-mualim or alustadz, and he or she is responsible for imparting knowledge to students. The person imparting knowledge is called a guru. According to classical theory, an educator is a person who works to educate. The next problem, however, is that educators are professional because they have the responsibility to educate children alongside their parents.

Those who work as teachers must meet certain requirements because it is a professional profession. Criteria for professional positions include intellectual activity, a specific field of knowledge, extensive preparation for the position, continuous training in the position, a lasting commitment and ongoing membership, prioritizing service, membership in a professional organization, and adhering to a code of ethics. Skills and expertise appropriate to the profession are essential for one's employment.

If they can demonstrate to the public that they are worthy role models or examples for those around them, teachers will have a positive image in society. In particular, the public will judge whether a teacher's daily attitude is worthy of emulation.

The soul of an educator must have creative abilities. Innovation is "an idea for accomplishing some social recognition and in a new way for a means of accommodating some social," said P. Ely in Udin (2013: 3). Conversely, Huberman stated in Udin that "Innovation is..... the creative selection, organization, and utilization of human and material resources in new and unique ways that will result in the attainment of a higher level of achievement for the defined goals and objectives." The factors are competencies: consistency, accountability, open-mindedness, having insight and research, and creativity.

The Influence of Discipline and Leadership on the Professionalism of Educators at Madrasah Tsanawiyah in Serang Regency

The study results, with an ideal score of 100%, showed that the professionalism variable received an average score of 104.91, or 67.7%, indicating that the average teacher professionalism was 61.7%. Although teacher professionalism is considered good, it is not yet ideal. To improve teacher quality, improvement and communication between variables must be mutually supportive. The mean score for madrasah principal leadership was 63.4%, indicating that, although not yet perfect, madrasah leadership is in line with expectations.

The average teacher discipline score was 104.79, or 63.5%, which is in the very good category. The results of this study are related to the literature review which explains that educators undertake a long, continuous, and ongoing process to bring teacher professionalism to the first stage (Matondang, 2008: 47). Teacher professionalism is shaped by the role of teacher facilitators. This is indicated by the results of the analysis conducted between the Madrasah principal leadership variables (X1), teacher discipline variables (X2), and teacher professionalism variables (X3). This shows that the level of teacher professionalism is positively correlated with school leadership and discipline. Likewise, there is a relationship between teacher professionalism and their discipline; in other words, the more disciplined teachers are, the more professional they are.

Coefficient between Madrasah leadership and educator professionalism is 0.8372, indicating that 83.72% of educator professionalism is influenced by external and internal variables with a unidirectional correlation. This indicates the percentage of interconnectedness between these issues.

This study aligns with Greiner's opinion—as cited by Syamsir Torang—that organizations that involve many people under their leadership implement good change. According to John M. Ivancevich (2011: 46), the experience and leadership style of operational managers or leaders directly influence human resource management activities because many, if not all, programs must be implemented at the organizational level.

The path coefficient of 0.2215 between teacher discipline and teacher professionalism indicates that teacher discipline influences 22.15% of teacher professionalism, and 77.82% is influenced by factors other than the problem being studied. This is in line with the opinion that developing educator skills requires educators who have the ability and commitment—teachers who are considered influential or charismatic. Here, professional teachers who function as administrative staff and receive recognition from the employees they lead are considered influential. With a coefficient of 0.292 from the path of madrasah principal leadership to educator discipline, madrasah principal leadership influences 29.2% of educator discipline. This is in line with the idea that improving educator performance is crucial for their success as educators.

The R² value indicates that teacher discipline and the leadership of the madrasah principal significantly influence teacher professionalism. The two variables, principal leadership and discipline, influence 17.2% of teacher professionalism, according to the R-square (R²) value. According to the results of this study, the future of madrasahs will be centered on students who possess skills, knowledge, a multicultural spirit, and extraordinary achievements. To move the organization quickly, they need strong leaders. The magnitude of the influence between the research variables is something worthy of study.

These two variables have a very small impact, according to the path coefficient (ρ) of 0.823 obtained between the variables of madrasah principal leadership and educator professionalism. The relationship between these two variables is very low because the path coefficient (ρ) between the variable of teacher professionalism and the variable of discipline is 0.248. The path coefficient (ρ) of the variable of teacher discipline and madrasah leadership is 0.540, indicating that both have a significant influence. The certainty coefficient between the problem of madrasah leadership and the problem of educator discipline on educator professionalism is 0.828. This study, the tendency to build educator job capabilities is lower compared to the unit of educator discipline and madrasah principal leadership. However, when both external and internal variables are used together, the external tendency is greater.

Teachers' job performance is based on the participation of all members of the madrasah community, including participation in the patterns and leadership of the madrasah principal. The second factor that determines professionalism is how all organizational employees communicate, respect each other, and maintain the physical appearance of the madrasah. Adaptability, demonstrated by anticipating change, focusing on results, forming work teams, and being competitive, is a measure of professionalism. In addition, the fourth dimension is the madrasah's mission. This mission includes achieving students, excellent teachers, and an even better principal. These four aspects are expected to work together to shape quality teachers. Behavioral discipline is related to teacher discipline, according to Martinis (2013: 93), meaning following or obeying rules. According to Gie in Wukir (2013: 92), "academic discipline" is a term that refers to a particular field of study or subject used at a specific organizational level.

CONCLUSION

Based on the quantitative data obtained in the previous description, this study explains that educator professionalism is influenced by the leadership of the madrasah principal (X1). In other words, the level of teacher professionalism is positively correlated with the level of leadership of the madrasah principal. The leadership of the madrasah principal (X1) has an 83.72 percent influence on educator professionalism (X3). Educator discipline (X2) is positively correlated with educator professionalism (X3). In other words, more disciplined educators mean more professionalism. There is a good and influential relationship between the leadership of the madrasah principal (X1) and teacher discipline (X2). This means that teacher discipline is positively correlated with the leadership of the madrasah principal. The influence of the

leadership of the madrasah principal (X1) on the discipline of educators (X2) is 22.15%. Overall, this study found that the professionalism of educators is influenced by the discipline of educators (X2) and the leadership of the madrasah principal (X1). The better the combination of leadership and discipline of educators (X1) the leadership and discipline of educators (X3) on the professionalism of educators. The total relationship between the leadership of the madrasah principal (X1) and teacher professionalism (X3) is 17.2%.

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