

HOME VISITING SUPERVISION (HVS): AN ALTERNATIVE APPROACH TO INCREASE THE COMMITMENT OF ELEMENTARY TEACHERS IN REMOTE AREAS

Piter Joko Nugroho

University of Palangka Raya, Indonesia

Email: piter@mp.upr.ac.id

ABSTRACT

Education in remote areas with its problems and obstacles requires a special approach. The phenomena of lower motivated teachers in remote areas need supervisors and related stakeholders to make relevant breakthrough efforts to solve the problems. Home Visiting Supervision (HVS) is an alternative approach applied by school supervisors to handle problems of unmotivated teachers. The purposes of this study are to describe (1) basic consideration of HVS, (2) the involvement of related stakeholders, (3) the implementation mechanism of HVS, and (4) the indicators of HVS implementation progress. This study used a qualitative approach with case study design, the area where the supervisors work, Kecamatan Miri Manasa, Kabupaten Gunung Mas, Central Kalimantan Province. The results of the study showed that (1) the basic consideration HVS: a) supervision is not effectively implemented during school hours because there are often many teachers not at school during working hours, b) the teachers still prioritize to fulfill personal needs rather than fulfill their professional work assignment, so that it is easier to meet them at home, rivers or in the rice fields, c) the supervision implementation can be reached if the teachers commitment have been established; (2) the stakeholders who applied the HVS are elementary school supervisors, principals, and community leaders; (3) the implementation mechanism of HVS: a) preparation stage, b) introduction/initial meeting stage, c) implementation/process of supervision stage, and d) last meeting/feedback meeting stage; (4) indicators of HVS progress: a) increase in the teachers' discipline regarding being on time when coming to and leaving the school. b) Teaching Learning Process are applied in all class, c) there is good cooperations and respect between the leaders and colleagues, d) the teachers are willing to accept supervision from the principal and supervisor.

Keywords: home visiting supervision, increasing the commitment, elementary teacher, remote area

INTRODUCTION

The national education philosophy of "Education for All" where people in every community have the right to get a well-qualified education is still a nice dream. It still is not enjoyed by the majority of the people who live in remote areas. Supriadi (1990) stated that the remoteness of an area causes the community to be isolated from the surrounding areas. The impact of isolation is that the area will be left behind in all aspects of life, including an education, which is the most important aspect of increasing the quality of a nation.

Educational researchers agree that remoteness is an obstacle and problem in running an educational system (Sher and Sher, 1994). The lack of education facilities and infrastructures and the limited programs for developing teachers professionally, make it difficult for teachers to increase or maintain their qualifications which are a fundamental aspect which causes the education in remote areas to still fall far behind (Gandara, et al, 2001; Arnold, 2001). Generally, teachers who work in remote areas seldom get a chance to be involved in professional development activities due to their isolation (Nugroho, 2013). Moreover, the development and coaching programs so far are only limited to running 'seasonal' projects which are still not well planned, sustainable or integrated programs that reach all teachers (BPPN, 2003). The finding of Stokes (1999) reveals that generally professional teaching development activi-

ties are only centered and held in the city. The teachers from remote areas have to travel a long way which is expensive and of course, this is a difficult choice for them. The previous description of the teachers in remote areas is also found in Central Kalimantan Province. If the teacher has to leave the village for the family business or work, or for example teacher training, then the school might have to be canceled or some learning activities cannot be held (Depdikbud Provinsi Kalteng, 1991).

This reality is complicated, on one hand, teachers are requested to increase their ability and competence so they can do their job more professionally (Joni, 1981; Lipham et al, 1985; Sahertian, 2008), but on the other hand, the limitation and obstacles they face in the remote areas becomes a dilemma. Glass in Heslop (1996) explained that the impact of living in remote setting can not be underestimated, because the teacher who works in one area often moved around and even serves in other parts of the world. A study conducted by Nugroho (2013) showed that the small number of the professional development program for teachers in remote areas is one the factors which demotivated teachers to work. The teachers feel powerless to increase and maintain their quality which ends with absent from work and lack of care about their teaching job. The teachers tend to spend their time fulfilling family needs rather than doing their main job at the school. Accordingly, it is difficult to expect education quality in remote areas to be good without the existence

of good teacher quality as well. And a good quality teacher is the main resource needed to produce quality education (Gorton and Schenider, 1991). The knowledge and competence of the teachers have a significant impact on students academic performance, so it is impossible for the quality of education beyond the quality of the teachers (Barber and Moushed, 2007).

Education in remote areas appears to have special characteristics which require a special approach to handle them (Supriadi, 1990). This includes a lack of opportunities for teachers to participate in professional development programs that are centered in the city, so the responsibility of coaching and developing teachers capacity depends on school supervisor and principals with all their limitations (Nugroho, 2013). Mantja (1989) said that supervisors and principals at primary school level are two positions which have the competence to provide guidance in supervising the teachers. And, in fact, school supervisors can spend their time, energy, and mind supervising because they are formally hired to do the job of supervision (Muslim, 2009).

Supervision is a guidance activity that is planned to help teachers and other school staff to actively do their job (Purwanto, 2004). In relation to professional development, one of the expected skills of a supervisor, as written in Permendiknas No. 12 of 2007 about Standardization for School/Madrasah supervisor, is related to the implementation of Academic Supervision Competence. Academic Supervision Competence is the ability of a supervisor to apply academic supervision in order to guide and to assess the teacher to increase the quality of learning process which impacts student learning quality. The purpose of academic supervision is to encourage, coordinate, stimulate and give guidance for teachers' individual or group growth in a sustainable way. Therefore, they can function more effectively during learning activities (Sergiovanni, 1983); through the activity, it is expected that the academic quality of the teachers is increasing (Neagley and Evans, 1980).

The function of supervision activity so far is identified as assistance or professional service was given by a supervisor to the teachers to increase the quality of process and results of each lesson taught. But Pidarta (2009) explained that the process is related to other activities, such as efforts to increase teacher's personality, professionalism, and the ability to communicate with the school community as well as outside of the school community, and also includes an effort to increase teachers overall welfare. Similarly, Priansa and Somad (2014) said that the development of teachers ability is not only related to increasing knowledge and skills in teaching but also increasing commitment, willingness or motivation. Teacher commitment is a fundamental aspect which is also a factor of sustainability (Robbins, 1999). Teachers' commitment can differentiate between teachers who are aware, dedicated and serious about

doing their job and teachers whose interest is limited and do not have a teaching philosophy (Nias, 1996). A teacher who is not committed will have a difficult time being a responsible educator. A committed teacher is willing to be involved in school organizations (Steers and Porter, 1983), is willing to sacrifice his time and energy relatively more than what has been set out for him, especially in efforts to increase his job (Glickman, 1981).

The phenomena of unmotivated teachers are becoming a trend in remote areas which demands that supervisors and related stakeholders make relevant breakthrough efforts towards the problem. In the context of remote areas, the activity of supervision ideally takes place during school hours, that is during the learning process, which cannot happen because teachers are not at school during working hours. For that reason, Painter in Mantja (2010) suggested that supervisors need to understand and use a pattern or supervision approach which is appropriate to the situation. In order to appropriately correspond with the needs and problems, the program of supervision held by the supervisor has to be prepared realistically based on the real needs in the field (school or related areas) (Muslim, 2009). In connection with the unmotivated teacher phenomena, Nugroho (2013) in his study reveal about the implementation of *Home Visiting Supervision* (HVS) as an alternative approach applied by the supervisor to solve the problem of unmotivated teachers. The school principal along with community leaders can apply this alternative approach to increase teachers commitment who are frequently absent from their job. The stakeholders will plan periodically to visit the houses of teachers to establish good communication with family so that teachers will realize they are wrong and willingly return to their work and become responsible towards their profession. The implementation of HVS is also viewed as an initial step to create supervision academic programs at the school. Rifai (1982) stated the importance of a supervisor establishing communication with the teachers through meetings/private conversation, teachers meeting or house visiting etc. In this way, the interactive and educative relationship between supervisor and teachers will influence each other, there are openness and familiarity will be built in this meeting, so it will be easier to find a way out of the problems faced by the teachers. Without partnership and openness which is based on informally communicative approach, it is impossible for the supervision activity to take place effectively (Masaong, 2013).

The purposes of the study are to describe the implementation of HVS as an alternative approach to increase the commitment of elementary teacher in the remote area. It can be seen from the aspects of a) basic consideration of HVS implementation, (2) involvement of related stakeholders in HVS, (3) implementation mechanism of HVS, and (4) indicators of HVS implementation progress.

METHODS

This study was based on a qualitative method with case study design referred to by Yin (2003). By using qualitative approach (Berg 2004), a researcher can reveal as well as describe the implementation of HVS as an alternative to increase elementary teacher's commitment in the remote area of Kabupaten Gunung Mas. By using in-depth interview and participant observation, the researcher tried to collect information related to fundamental aspects of why HVS is being implemented, who are involved as related stakeholders in HVS implementation, how the mechanism of HVS is implemented, and what are the indicators of progress of HVS implementation. In that efforts, the researcher explored information from various resources involved in the implementation of HVS, which include: school supervisors, principals, community leaders, and teachers sometimes as practitioners of HVS, but mostly as objects of the HVS implementation. All information collected from data sources was checked and validated using a triangulation method. Then, it was analyzed through interactive analysis based on Miles and Huberman (1992) so that the implementation of HVS as an alternative approach in increasing the commitment of elementary teachers in remote areas could be effectively described.

RESULTS AND DISCUSSION

Basic Considerations of HVS Implementation

Teachers being powerless to maintain and increase their qualifications is one of the phenomena which keeps the quality of education in remote areas far below expectation. The teacher is expected to be the person in charge of increasing education quality at school. The teacher feels powerless and does not know how to increase his professionalism because he seldom has the chance to be involved in various professional development activities which only take place far away in the city. The demands on a teacher to increase his ability and competence is a haunting problem for teachers working in remote area. And these uncertain conditions cause the teacher to lose his motivation to work. Supervision program as the only alternative for professional development will also not be very effective. Based on the findings of this study, it is known that HVS is implemented based on several considerations, those are: supervision during working hours is not effective because many teachers are absent during that time; the teachers are absent because they prefer to fulfill family needs (family) rather than doing their job. Therefore, it is easier to meet them at their houses, rivers, or in the rice fields; the implementation of school supervision can be realized if the teacher's commitment is established first. A unmotivated teacher who is often absent from work is a unique problem, which seldom happens in other areas besides those that are remote. If it does happen in other areas, it is not caused by frustration due to the inability to maintain and increase qualifications, which is caused by the small number of opportunities for teachers' professional development. This research finding is in relation to Arifin's statement (2011) about the empirical

reality of teachers' conditions in Indonesia, especially in remote areas which have not been empowered maximally through the implementation of professional development activities. So, it is not surprising if the mental condition, motivation and internal encouragement for sustainable learning is still low. Slater (2005) suggested that it is important for supervisors to analyze every teacher's condition, especially teachers who are under supervision in depth, not only from external performance but also trying to open their heart and mood and getting them to express their feelings, in order to understand the teachers more deeply. HVS as an alternative approach to increase teachers' commitment is conducted by visiting teachers' houses to establish communication heart to heart as family, so it is expected that teachers will realize and be willing to take on the full responsibility of their work. This is supported by Pidarta's (2009) opinion that contextual supervision needs to be applied where the program is not homogeneous. Contextual supervision is a concept for future supervision, which its application must concentrate on the conditions and variety of supervision problems in each area. Generally, in an advanced area, teachers have sufficient ability, but in the newly developed or remote areas the problems are diverse. In these areas, the supervisor has to adjust to the situation and problem faced by different teachers in different regions.

Parties Involved in HVS

Based on the findings of this study it is also noted that parties who are involved in the implementation of HVS consist of school supervisor, principal, and community leaders. These three parties are the collaborated supervision team whose responsibility to conduct HVS. The supervisors and principals see the involvement of community leaders in the implementation of HVS as necessary because of the impact that they have on the daily lives of people in remote areas. A community leader has significant influence towards his community. Community leaders are respected leaders who enforce positive values within the community, and as such carry a symbolic power for the application of values. Whatever advice a community leader shares with his community, especially in the context of a remote area, is likely to be seen as advice that should not be violated, but rather obeyed by the entire community. This finding is in relation to Darmadji's (2003) statement that community can be involved in various efforts to increase quality of education, including helping to increase a teacher's quality of work and involvement. This influence can be a great help in supervising the process of education at school in connection with the work performance of both teachers and principals. Suyanto and Djihad (2012) mentioned that support from community power is necessary to enforce a teacher's professionalism. Community power is a strategic component in increasing the quality of education and consists of community leaders, religious leaders, businessman, and students' parents. The involvement of community leaders in the implementation of HVS can be adjusted in accordance with capacity and needs. The community leaders, in this

case try to raise religious values and integrate them with positive local cultural values. Some of the values with which community leaders can influence local teachers include: honesty value, responsibility, helping each other, and respecting each other, working hard, and never giving up (Isen Mulang). These positive values, from the community's point of view, are believed to help teachers better face problems and challenges without becoming hopeless and giving up. Corbett (2009) in his research conveyed the same opinion about the important role of supervisors in applying positive values within the local cultural perspective. He emphasized the need for community leaders to help with supervising the teacher in the village because of people's strong relationship with the culture, the environment, and spirituality. As Dantley (2003) said, in developing schools (including teachers) it is necessary to take spiritual elements into account in most schools located in remote areas. Having positive values enforced according to the local custom and religion is a form of community participation, which helps to guard teacher professionalism for qualified teachers (Hadiyanto, 2004).

Implementation Mechanism of HVS

According to the supervisor, the problem of unmotivated teachers in remote areas not doing their job is a personal issue. So personal solutions will best solve this problem and can be enforced through the collaboration of several different supervision approaches. HVS as an alternative approach to increasing a teacher's commitment can be applied through a modified directive approach or clinical approach. Cases of unmotivated teachers are viewed by the supervisor as a serious problem and cannot be solved without the involvement and full intervention of a supervisor who can control and create certain conditions which can then be applied through a directive approach. Masaong (2013) explained that teacher's responsibility is really low. Therefore, high involvement and intervention are needed from the supervisor more than from the teacher. Meanwhile, the clinical approach is applied by the supervisors with the assumption that this phenomenon of unmotivated causing absence from work is not only caused by the small number of professional development activities, but also by other factors, such as personal reasons which have not yet been revealed. The supervisor believed that personal reasons could be revealed through a good personal relationship with the teachers. This relationship can be built through home visits which apply specific methods. In order to engage with a teacher's feelings and find solutions for his problems, the supervisor can do an in-depth interview and participant observation. Purwanto (2004) also explained that the clinical approach must emphasize in an effort to find out the problems as well as how to solve the weaknesses or the limitations of it. Goldhammer et al. (1980) viewed the clinical approach as ideas which are implemented in the process of building a human relationship, where the

stress is on relating and interacting face to face between the supervisor and the teacher, which increases a close professional relation between them, and allows for detailed observation and collecting accurate data. It is in accordance with Pidarta's (2009) opinion that the clinical approach is necessary to analyze a teacher's weak performance; for that reason the implementation of the clinical approach is used through procedures or activities stages in the form of a cycle (Cogan, 1973; Goldhammer, 1980; Sergiovanni, 1991). This study also found that the implementation of HVS is done through certain mechanisms which consist of several stages or procedure, those are; initial preparation stage, initial meeting stage, implementation/supervision process and the last meeting/feedback. In every stage, various activities are carried out by both the supervisor as well as the teacher. The implementation mechanism of HVS as understood by the supervisor is not a static process because the stages and procedures are based on modifications of several supervision approaches. So, the approach can be adjusted to the conditions and situations in the field. Depdikbud (1994) explained that there is no standard in implementing the supervision, but the more detailed a program, the better it will be because it will help the supervisor's activities easier to implement, as well as more easily guide the supervisor through the process. At the very least, the approach used should do the following: describe exactly how it is to be implemented so that what has been done can be easily explained, the way to implement it, how long it will take to be implemented, what facilities will be needed, and the way to assess each stage's success. The stages or procedures of activities done using the HVS as an alternative approach to increase teacher commitment in remote areas can be explained as follows:

Initial Preparation Stage

Activities in this stage consist of: a) Small meeting with the supervision team. (Supervisor, Principal, Community leader), b) task division among the supervision team. (Supervisor: Teacher Professional ethic, Principal: Teacher Legislation, Community leader: religious and culture), c) Inventory of teachers who are absent, d) Visit Location Grouping based on teachers' house location, e) Determination of visitation schedule, f) Preparing of teacher documents, g) Preparing tools for observation (photo camera, recorder, field notes), and h) Giving announcement to the teacher about the upcoming HVS.

Initial Meeting Stage

The activities in the initial meeting stage consist of: a) Establishing good communication and creating a familiar environment, b) Understanding the teacher's condition through an in-depth interview and observation, c) Identifying what personal reasons are causing not excited and teacher absent, d) Coming to an agreement on problems to be addressed in order from most severe to least severe, e) Arranging the implementation mechanism

of coaching (place and time), and f) Agreeing on which activities will be led by the supervisor during the coaching session.

Implementation/Supervision Process Stage

Activities which are done during this stage consist of: a) Implementation of coaching by each supervisor based on the task division which has been set out in the initial preparation stage. Coaching materials: Professional Ethic of Teachers (40%), Laws and Regulations of Teachers (20%), and Religious and cultural material (40%), b) When one of the supervisors holds a coaching session, other parties are recording, observing and taking notes as additional inputs for each session, c) Reflecting on the professional task of the teacher so far, d) Assessing and responding to the teacher's reflection along with explanation about which aspects should be improved or increased, and e) Making agreement on obligatory tasks that will be an expected part of the teacher's job once he returns to the classroom.

The Last Stage/Feedback

Activities which was done in this stage consist of: a) Observation and mentoring the teacher when did the task (teach) at school, b) Reflecting and discussing together with the teacher (supervisor and teacher) about the results of working on tasks at school, c) Supervisor's assessment on the task achievement and teacher's behavior at school, and d) Preparation of academic supervision implementation.

Indicators Progress of HVS

Based on the results of the study, it is found that indicators of progress and achievement of HVS implementation was improvement of teacher's discipline in getting to school and leaving on time, Teaching Learning Process (PBM) occurs in all classes, establishment of cooperation and mutual respect towards principal and colleagues, and the teachers were willing to accept supervision from the principal and supervisor. HVS as an alternative approach to increase the commitment of teachers in remote areas is considered to have been successfully implemented if the supervisor helps the teacher to become commitment and professional in doing his job once more. Helping the teacher to recommit was not the main achievement in supervision implementation, but without establishing commitment, better teaching performance will not be useful in increasing the overall professionalism of the teacher. This statement is in line with Nias (1996), Elliot & Crosswell (2001), and Park (2005) who stressed that teachers' commitment is the most important element to reach in order to grow the success and achievement of the school, which is also related to a teacher's performance, attendance, turnover, attitude of innovation, collegiality, sustainable improvement and attitude toward students achievement. It is also stated by Sahertian and Sahertian (1981) that a good mental reaction of a teacher was shown through excitement, determination, enthusiasm, empathy, cooperation and initiative. Moreover, it was explained that

good mentoring or coaching, in terms of supervision in education, will raise a teacher's responsibility and ability to use time and energy to improve the teacher's position. Steers and Poster (1983) viewed commitment as an attitude revealed by a willingness to be involved in the organization, to contribute whatever is needed for the sake of organization, and a desire to work to keep the organization in good standing. The low or high commitment level of a teacher can be rated on a commitment chart in a continuum which moves from low to high level: from a little concerned to becoming more concerned about students and other teachers, to having more time and energy to pay attention to others, and the main concern growing from not just finishing one's task but doing and giving more to other people (Glickman, 1981).

CONCLUSION

The result of the study showed that : (1) Basic consideration of HVS implementation: a) supervision is not effective if is conducted at working/school hours because there are not many teachers at school during that time, b) teachers who still prioritizes fulfillment of personal needs more than doing their job professionally, will be more easy to meet at home, rivers or rice fields, c) the implementation of supervision at school can be done if the commitment of the teacher has been established before; (2) The parties who are involved in the implementation of HVS, the supervisor of elementary school, the principal, and community leaders. (3) the implementation mechanism of HVS: a) initial preparation stage, b) initial meeting stage/introduction, c) implementation/supervision process stage, and d) the last meeting/feedback; (4) the indicators of progress of HVS implementation: a) improving in teacher's discipline in terms of time attending and going home from school, b) the implementation of PBM (Teaching Learning Process) occurred in all classes, c) establishment of cooperation and mutual respect take place between principal (leaders) and colleagues, d) willingness to accept supervision from the principal and the supervisor. In the end, it is suggested that after commitment has been established, any up HVS as academic supervision should emphasize coaching or mentoring. It should be oriented towards increasing teachers' level of abstraction. The supervisor and the principal are also expected to continue efforts in improving quality of their professionalism through actively being involved in various professional development activities.

REFERENCES

- Arifin. (2011). Kompetensi guru dan strategi pengembangannya. Yogyakarta: LILIN.
- Arnold, P. (2001). Review of Contemporary Issues for Rural Schools. Education in Rural Australia. 11 (1): 30-42.

- Badan Pertimbangan Pendidikan Nasional (BPPN). (2003). Kesenjangan Antara Kebijakan Nasional Pendidikan dengan Pelaksananya. Retrieved from <http://bppndik.tripod.com/senang.htm>. (Accessed 2016-05-27).
- Barber, M., and Moushed, M. (2007). *How the World's Best Performing Schools Come out on Top*. New York: McKinsey & Company.
- Berg, B. L. (2004.) *Qualitative Research Methods for The Social Sciences*. Fifth Edition. Boston: Pearson Education, Inc.
- Cogan, M. L. (1973). *Clinical Supervision*. Boston: Houghton Mifflin Company.
- Corbett, M. (2009). Rural schooling in mobile modernity: Returning to the places I've been. *Journal of Research in Rural Education*, 24(7), 1-13.
- Dantley, M. E. (2003). *Critical Spirituality: Enhancing Transformative Leadership through Critical Theory and African American Prophetic Spirituality*. *Leadership in Education*, 6 (1) 16-17.
- Darmadji, A. (2003). Menyertakan Masyarakat dalam Proses Pengawas Sekolah. *JPI FIAI Jurusan Tarbiyah*, VII, 62-72.
- Departemen Pendidikan dan Kebudayaan (Depdikbud) Provinsi Kalimantan Tengah. (1991). *Laporan Penuntasan Wajib Belajar Tingkat Sekolah Dasar di Daerah Terpencil, Masyarakat Terasing, Dan Masyarakat Nomadik/Perahu (Sebuah Alternatif)*.
- Departemen Pendidikan dan Kebudayaan (Depdikbud). (1994). *Pedoman Pembinaan Profesional Guru Sekolah Dasar*. Jakarta: Ditjen Dikdasmen, Direktorat Pendidikan Dasar.
- Elliott, B., and Crosswell, L. (2001). Commitment to teaching: Australian perspectives on the interplays of the professional and the personal in teachers' lives. Paper presented at the International Symposium on Teacher Commitment at the European Conference on Educational Research, Lille, France.
- Gandara, P. P., Gutierrez, D. D., O Hara, S. S. (2001). Planning for the Future in Rural and Urban High Schools. *Journal of Education for Students Placed at Risk*. 6 (1) 73-94.
- Glickman, C. D. (1981). *Developmental Supervision: Alternative for Helping Teacher Improve Instructions*. Virginia: Alexandria: ASCD.
- Goldhammer, R., Anderson, R. H., Krawjewski, R. J. (1980). *Clinical Supervision: Special Methods for The Supervision of Teachers*. New York: Holt, Rinehart, and Winston.
- Gorton, R. A., & Schneider, G. T. (1991). *School-based leadership: Challenges and opportunities*. Wm. C. Brown Publishers.
- Hadiyanto. (2004). *Mencari Sosok Desentralisasi Manajemen Pendidikan di Indonesia*. Jakarta: Rineka Cipta.
- Heslop, J. (1996). A Model for The Development of Teachers in a Remote Areas of Western Australia. *Australian Journal of Teacher Education*. 21 (1).
- Lipham, J. M., Rankin, R., & Hoeh, J. A. (1985). *The principalship: Concepts, competencies, and cases*. Addison-Wesley Longman Limited.
- Mantja, W. (1989). *Supervisi Pengajaran Kasus Pembinaan Profesional Guru Sekolah Dasar Negeri Kelompok Budaya Etnik Madura di Kraton*.
- Masaong, A. K. (2013). *Memberdayakan Pengawas sebagai Gurunya Guru*. Bandung: Penerbit Alfabeta.
- Miles, B. M., and Huberman, A. M. (1992). *Analisis Data Kualitatif*. Buku Sumber tentang Metode-Metode Baru. Jakarta: Universitas Indonesia Press.
- Muslim, S. B. (2009). *Supervisi Pendidikan Meningkatkan Kualitas Profesionalisme Guru*. Bandung: Alfabeta.
- Neagley, R. L., and Evans, N. D. (1980). *Handbook for Effective Supervision of Instruction*. New Jersey: Prentice Hall, Inc.
- Nias, J. (1996). Thinking about Feeling: The Emotions in Teaching. *Cambridge Journal of Education*, 26, 293-306.
- Nugroho, P. J. (2013). *Pengembangan Profesionalisme Guru Sekolah Dasar Pada Daerah Terpencil (Studi Multi Situs pada Tiga Sekolah Dasar Negeri di Kabupaten Gunung Mas Provinsi Kalimantan Tengah*. Dissertation. Unpublished. Universitas Negeri Malang: Program Pascasarjana.
- Park, I. (2005). Teacher Commitment and its Effects on Student Achievement in American High Schools. *Educational Research and Evaluation*, 11 (5) 461-485.
- Peraturan Menteri Pendidikan Nasional (Permendiknas) Nomor 12 Tahun 2007 tentang Standar Pengawas Sekolah/Madrasah.
- Pidarta, M. (2009) *Supervisi Pendidikan Kontekstual*. Jakarta: Rineka Cipta.
- Priansa, D. J., dan Somad, R. (2014). *Manajemen Supervisi dan Kepemimpinan Kepala Sekolah*. Bandung: Alfabeta.
- Purwanto, N. (2004). *Administrasi dan Supervisi Pendidikan*. Bandung: Remadja Rosdakarya.
- Rifai, M. (1982). *Pengantar Administrasi dan Supervisi Pendidikan*. Bandung: Baru.
- Robbins, S. P. (1999). *Organizational Behavior*. New Delhi: Prentice-Hall.
- Sahertian, P. A. (2008). *Konsep Dasar dan Teknik Pendidikan*. Jakarta: Rineka Cipta.
- Sahertian, P. A., dan Mataheru, F. (1981). *Prinsip dan Teknik Supervisi Pendidikan*. Surabaya: Usaha Nasional.
- Sergiovanni, T. J. (1991). *The Principalship: A Reflective Practice Perspective*. Boston: Allyn and Bacon.

- Sergiovanni, T. J., and Starratt, R. J. (1983). *Supervision: Human Perspective*. New York: McGraw-Hill Book, Co.
- Sher, J. P., and Sher, K. R. (1994). Beyond the Conventional Wisdom: Rural Development as if Australia's Rural People and Communities Really Mattered. *Journal of Research in Rural Education*. 10 (1) 2-43.
- Slater, L. (2005). Leadership for Collaboration: An Affective Process. *Leadership in Education* .8(4) 132.
- Steers, R. M., and Porter, L. W. (1983). *Motivation and Work Behavior*. New York: McGraw-Hill.
- Stokes, H., Stafford, J., Holdsworth, R. (1999). *Rural and Remote School Education: A Survey for the Human Rights and Equal Opportunity Commission*. Melbourne, Victoria: Youth Research Centre, University of Melbourne.
- Supriadi, D. (1990). Pendidikan di Daerah Terpencil: Masalah dan Penanganannya. Analisis CSIS No. 5. Bandung: IKIP Bandung.
- Suyanto, dan Jihad, A. (2012). *Menjadi Guru profesional Strategi Meningkatkan kualifikasi dan Kualitas Guru di Era Global*. Jakarta: Erlangga.
- Yin, R. K. (2003). *Case Study Research: Design and Methods*. London: Sage Publication.