

An Analysis Of Management Function Implementations In Continuous Professional Development To Improve Teachers' Performance

Didin Mahfudin¹, Tjutju Yuniarsih², Aan Komariah³, Udin Syaefudin Saud⁴, Diding Nurdin⁵, Dedy Achmad Kurniady⁶

^{1,2,3,4,5,6}*Educational Administration Program, Universitas Pendidikan Indonesia, Indonesia.*

¹*d14.mahpudin@gmail.com*, ²*tjutjuyuniarrsih@upi.edu*, ³*aan_komariah@upi.edu*, ⁴*usaud@upi.edu*,

⁵*didingnurdin@upi.edu*, ⁶*dedy_achmad@upi.edu*

Abstract

This research aims to develop Performance-Based Junior High School Teachers' Professionalism Management in Subang Regency. This research used with mixed method by sequential explanatory design starting quantitatively and then followed by qualitative data in Education Office in Subang Regency. The research subjects are Head of Division, Supervisor, Principals and Teachers. This study indicated that: 1) the performance of teachers in Subang was quite good and the Continuous Professional Development (CPD) on the performance of teachers in Subang was strong, significant and positive with a correlation value of 0.789. 2) management functions of CPD in Subang Regency were comprehensively carried out in a well and systematic manner starting from planning, organizing, staffing, directing, coordinating, reporting and budgeting because the Subang District Education Office refers more to guidelines from the center. 3) Conceptually, the CPD management function in Subang Regency had been implemented well. However, operationally, in its implementation it still felt inadequate and not developed or adjusted to the conditions of the needs of teachers in Subang Regency.

Keywords:

Continuous Professional Development, Management Function, Teachers' Performance, Teachers' Professionalism

Introduction

Teachers as professionals have very important functions, roles and positions to achieve a vision of education, that is, to develop Indonesian people to become intelligent and competitive. Professional teachers are those who succeed in leading learners to achieve instructional goals based on process guidelines stated in education of this country. In the Indonesia Republic Law number 14 about Teacher and University Faculty Member in chapter I article 1, it is stated that a teacher is a professional whose main jobs are to educate, to teach, to guide, to lead, to train, to assess, dan to evaluate learners in formal pre-school, basic, and middle educations. Article 4 of the law states that teachers as agents of instruction are functioned as to improve quality of the national

education. To be able to carry out their functions well, the teachers must fulfil certain conditions. One of the conditions is competences (Oemar, 2003, p.15). Hence, teachers have to master the competences as capability or skills in managing education activities. Thus, competent teachers mean that they have pedagogical knowledge and skills as teachers in conducting their tasks and responsibilities (Oemar, 2003, p.15).

Competence is a series of knowledge, skills, and behavior which must be owned, appreciated and mastered by teachers or lecturers in running their professionalism task. Standards of teachers' competences are developed fully in four competences (Sunaryo, 2009, p. 115-117). Namely, Pedagogic competences are teachers' capabilities in managing learners' instructions that comprise

understanding on learners, plan and implementation of instruction, evaluating learning attainment, and developing learners to actualize their various potencies; Personal competences are personal capabilities/capacities which are tough, stable, adult, wise, authoritative, noble behavior and become a model for learners; Social competences are teachers' capabilities as part of society to communicate to and interact with learners, fellow teachers, other school professionals, parents, and society effectively; Professional competences are mastering instructional contents comprehensively and in-depth that enable teachers to guide and instruct learners in meeting competence standards stated in the national education standards.

Competence is a basic part of professional teacher performance. The professional teacher performance is demanded to implement continuous professional development (CPD). This CPD is expected to improve pedagogic, professionalism, social and personal competences which are realized in the form of teachers' main task implementation in order to meet future needs and demands related to their profession as teachers.

Teachers' professional development has been the main focus in improving teacher performance. One of which is to maintain teacher performance so that it can remain high namely by continuous professional development (CPD) which was raised through teacher collective and training (Dedy Achmad Kurniady & Aan Komariah, 2018). However, there are some studies showing that CPD is implemented by less appropriate to the demands (Dedy Achmad Kurniady & Aan Komariah, 2018). This is caused by still sporadic implementation of CPD. Thus, it is necessary for management function implementation so that CPD can be implemented based on the needs as well as can improve teachers' performance (Karsiwan, W., Komariah, A., Satori, Djaman., and Nurdin, D., 2020).

Literature Review

Management and Management Function

Luther Gullick defined management as a field of science that systematically tries to understand how people work together to achieve goals and make their cooperative

system more beneficial for human being (Pangestu and Hanzil, 1989, p.16).

A good management has clear goals and targets known by all people who get involve in an activity by using all resources optimally, effectively and efficiently. Therefore, Luther Gullick(1937) stated that to achieve it, there should implement management functions, namely, POSDCoRB (Planning, Organizing, Staffing, Delegating, Coordinating, Reporting, and Budgeting) in order that activities can be carried out effectively, efficiently and systematically.

The management function expressed by Gullick, though it has been so long, but provides detailed operational direction. There are some functions expressed by a number of experts previously, one of which is George R. Terry (2006). The management functions include planning, organizing, actuating and controlling. Planning. 2. Organizing. 3. Staffing. 4. Leadership. 5. Controlling. (Dessler, 2015). Meanwhile for Henry Fayol (1985), the management functions include planning, organizing, commanding, coordinating, and controlling.

Teachers' Performance

According to Enni, Sultan Djasmu, Sowiyah Sowiyah, (2013, p. 2), performance or work achievement can be defined as attainment of work results based on rules and standards which are valid in organization. According to Armstrong and Baron (1998), Performance is results of work that strongly relate to strategic goals of organization, consumers satisfaction, and contribute to economy. Moreover, according to Sutermeister (1976, p.11), performance is influenced by two components, namely: motivation and ability. Detailed components of motivation include physical condition, individual's psychological, social egoistic, formal organization, informal organization (groups). Specific components of ability cover skills and knowledge. From the above definition of performance, performance means as ability to be owned based on tasks and responsibilities as well as supported by motivation in creating a work. It is explained by Komariah, Aan (2014) that performance is a unity of ability, motivation and commitment.

Teachers' performance is extremely broad definition according to Klecka, et, all (2009), it describes that teachers must carry out the tasks namely: 1) Giving instructions to teacher

candidates, 2) Demonstrating knowledge, skills, and dispositions to be effective and sharing teachers with effective teachers, 3) Giving instructions to teachers or initiating teachers in the context of cultural and social contexts that are applicable, 4) Being involved in the investigation of effective systems regarding effective education, 5) Involving teachers in initiating the most effective educational activities, 6) Providing contributions to the development and implementation of programs for effective and professional teacher preparation, 7) Working with others to improve teaching, research, and learning, 8) Carrying out advocacy for improved learning through more effective teaching, 9) Participating in teaching and research, 10) taking in the time at any teaching and taking research, teaching and research, 10) taking steps in teaching and research, 10) taking steps in research and teaching and taking in the process of teaching and research. Whereas Cook, P.F; Young, J.R.. & Evensen. N. (2001) explained that teacher job performance is considered as teacher observable behavior related to relevant outcomes to educational goals.

Continuous Professional Development (CPD)

According to ministry act of government official and bureaucracy reform number 16 in 2009, continuous professional development (CPD) is teachers' competence development held step by step, continuously, and based on needs to improve teachers' professionalism. CPD is a form of continuous learning for teachers who are major agents in effort of bringing expected changes in dealing with students' success. In principle, CPD covers activities of plan, implementation, evaluation, and reflection designed to improve character, knowledge, understanding, and skills. The general goal of CPD is to improve quality of education service at schools in term of education quality improvement. More specifically, CPD is held for teachers to facilitate them in achieving competence standards; to motivate them to have strong commitment in conducting their primary tasks and functions as professional; to promote images, social status, dignity of teachers' profession, respect and honor as professional teacher. Targets of CPD is all teachers in scope of National Education and Culture Ministry,

Religious Affair Ministry, and/or other Ministries and education institutions organized by society/private CPD is conducted based on teachers' needs. Implementation of CPD is based on components of CPD, implementation principles, and scope of activity implementation. Components of CPD according the ministry act, number 16 in 2009 consist of 3 kinds, namely: personal development, scientific publication, and innovative work.

Teacher professional development is defined as teacher learning; how to learn and how to apply their knowledge in the practices to support student learning (Postholm. M.B., 2012). Teacher competence development is a form of the effort to improve teacher professionalism in carrying out learning activity. In the effort to improve teacher professionalism, then it is necessary for teachers to improve their competence, so the effect is expected to further contribute to the improvement of education quality particularly students' achievement. Teacher competence development progra is an effort to improve teachers' professionalism in carrying out their works (Wawan Karsiwan, et, all, 2020).

Research Method

The qualitative and quantitative research development model was in this study. Mapping the concepts of this research includes management categories (POSDCoRB), continuous professional development (PKB), and teacher performance. Researchers use interview and observation methods to check data validity. In addition, researchers also use different information to check information validity. This research is descriptive research accompanying by analysis of observations, interviews and documentation. The data obtained from analysts are qualitatively weighted in the descriptive form. In analyzing the data collected from the results of interviews with the researchers and documentation, the author tried to interpret by using qualitative methods. In this qualitative data analysis method, is carried out simultaneously with the ongoing data collection.

The subjects in this research are the Education Office (Head of the Teachers and Education Personnel Division), supervisors, principals, and teachers. While the research object is the function of CPD management in improving teacher performance in Subang Regency. The

location of the research was carried out at the Subang Regency Education Office as the implementation of PKB activities at the level of Regency/City.

Results

Based on means of scores of teachers' competence test in the level of province, Subang regency was at statistic 57.16. It means that scores of teachers' competence test at Subang Regency passed minimal achievement of professional and pedagogic competences, but it was under mean score of West Java Province, especially mean of Teachers' Competence Test scores for junior high school amounting to 60,7. Thus, in the level of junior high school teachers, mean score of Teachers' Competence Test of

professional and pedagogic competences were above minimal competence achievement of West Java Province, but it was under mean scores of the province. To know level of teachers' performance in Subang regency and to know how high the relationship or effect of Continuous Professional Development on teachers' performance, the researcher distributed questionnaires to teachers of junior high schools in Subang regency with number of samples amounting to 38 respondents. From data correlation, it could be identified that questionnaires provided to 76.47% respondents and 75% data were valid. Hence, both data were put in and analyzed by regression formula (relationship) by using Data Analysis in Microsoft Excel as follow:

SUMMARY OUTPUT

Regression Statistics	
Multiple R	0.789
R Square	0.623
Adjusted R Square	0.612
Standard Error	11.704
Observations	38

ANOVA					
	df	SS	MS	F	Significance F
Regression	1	8135.947281	8135.947281	59.395	3.97178E-09
Residual	36	4931.315877	136.9809966		
Total	37	13067.26316			

	Coefficients	Standard Error	t Stat	P-value	Lower 95%	Upper 95%	Lower 95.0%	Upper 95.0%
Intercept	26.737	9.132	2.928	0.006	8.216	45.258	8.216	45.258
PKB	1.139	0.148	7.707	0.000	0.840	1.439	0.840	1.439

Table 1. Results of Regression Analysis Data (Relationship) of CPD to Teachers' Performance in Subang Regency

Results of linear regression analysis above can be explained as follow:

- Multiple R is correlation value between CPD with Teachers' Performance, amounting to 0,789. This value is in strong category based on the following categorization:
0.00 - 0.199 = its correlation is very week.
0.20 – 0.399 = its correlation is weak.
0.40 – 0.599 = its correlation is medium.
0.60 – 0.799 = its correlation is strong.
0.80 – 1.0 = its correlation is very strong.
- R Square is a value of determination coefficient (R^2), amounting to 0,623. It means that contribution of effect of CPD to teachers' performance

amounting to 0.623 (or 62.3%). Whereas the rest 47.7% influenced by other factors. Value of R^2 is at 0 -1, and model suitability was much better if R^2 is closer to 1.

- ANOVA table shows: Value of F calculation (59.439) with significant value, p-value, amounting to 0.000. The rule is that if p-value <0.005 (significant level at 5%), then CPD variable has effect on teachers' performance variable in confidence level at 95%. Constanta value (Coefficient Intercept) resulted at 26.737 and value of regression at 1.139 with value of t-calculation (to) amounting to 7.707 and value of significant p-value 0.000. Regression coefficient with positive value showed that influence direction was positive. It means that better CPD was done, better teachers' performance would be

resulted. Thus, it yielded the following regression formula, $Y=26.737+1.139X$.

Based on data from questionnaires that had been processed and analyzed, then it yielded a conclusion that effect of CPD to teachers' performance was in strong, significant and positive category with correlation value at 0.789. Thus, CPD organized in Subang Regency significantly impact on the development of teachers' performance. Implementation of CPD in improving teachers' performance in Subang as follow:

Planning: Board of Education of Subang regency and/or schools mostly referred to a guide given by the central government. CPD had been planned and adapted to each local climate in order to be able to realize vision, mission prevailed at school and/or in Subang regency. In process of arranging a plan of CPD program in Subang regency, division of teacher and administration staff do verification again, then consult to parties involve in KKG, MMKS, MKPS, MKKS and MGMP to get feedback as material for revision. Thus, by evaluating a plan like this, problem representation and solution can be detected and anticipated before CPD program was carried out.

Organizing: In appointing, first head of board of education was the responsible person for CPD program, second appointing responsible person for academic matters (head of teacher and educational staff division), Third appointing responsible persons for technical matters (MKKS, MKPS, and MGMP) including financial.

Staffing: In the level of district board of education, head of teacher and educational staff division determined staff involved in CPD activities. They are chosen based on their specialty (for example, supervisors for certain cluster of schools). Head of teachers and educational staff division analyzed CPD program and then adapted it with his/her tasks. After that he/she analyzed suitability between technical skills of staff with programs would be held. Hence, a coordinator of CPD in district level was established and the coordinator appointed coordinators of groups/communities of teachers (KKG/MGMP). CPD coordinator in school level was determined by principal/headmaster by issuing letter of appointment. Everyone who had been appointed by head of district board of education to be coordinators of CPD had some

orientations. These orientations involved the head of teacher and educational staff division, KKG, MKPS, MKKS and MGMP. The orientations were conducted when coordination meetings were held. Assessment of orientation results were arranged in the form of brief report. **Directing:** The responsible person for directing function of CPD program was the head of Subang district board of education and/or other institutions related. Directing function was implemented during coordination meetings attended by officers of province/district boards of education, LPMP and PPPPTK. In its implementation, teachers coordinated with school head masters and supervisors. Supervisors, headmasters, and teachers had more directions from professional communities such as: MGMP, MKKS, and MKPS when CPD programs were carried out. Besides, some of them were order to do accompaniment. Accompaniments in district level were conducted when: first, special direction; second, during coordination meetings; third, during monitoring and evaluating activities; and fourth, through a study of reports of CPD activities. The accompaniments were done by district coordinators of CPD and KKG/MGMP coordinators.

Coordinating: Head of teacher and educational staff coordinated with his/her subordinates to hold CPD activities. Then, they invited all parties involved in CPD program, such as: supervisors, headmasters, and teachers. After that, they held coordination meetings to discuss CPD activities that would be organized and about main tasks and functions of staff in CPD activities that involved district board of education, MKPS, MKKS and MGMP.

Reporting: Reports of CPD results were arranged and compiled by organizers of CPD programs. The reports were sent to headmaster and/or LPMP with copies to Province board of education as inputs for future improvement of CPD implementation.

Budgeting: In CPD activities, the responsible person who allocated a budget in district level was the head of district board of education with assistance of treasurer staff. The head of board of education allocated the budget of CPD program that would be organized in district level and provide budget or subsidy to schools or KKG/MGMP to organized CPD in school level independently or through school networking activities. In budgeting CPD programs, the budgets were as follow:

Table 1 Implementation of PKB and Budgeting Responsibility

No	Types	Budgeting
1	Independent CPD programs	financed by teachers
2	CPD programs organized at schools	financed by the schools
3	CPD programs organized by MGMP	financed by the government and/or schools
4	CPD programs organized by board of education	financed by local government.

In Subang regency, most of use of budget in CPD programs were sufficient and effective.

Implementation of Management Functions (POSDCoRB) in CPD in Subang Regency had worked well. Because the best implementations of management functions in CPD activities in essence were to improve teachers' professionalism in doing their profession. CPD is an important part of processes of teachers' professional development. In the effort of improving the teachers' professionalism, management functions could be implemented as management function according to Luther Gullick, that is, POSDCoRB. The POSDCoRB proposed an effort to develop professional

public services. Then by integrating both principles, a model of continuous professional development was established. Because, in its implementations there was an activity was done continuously among the implementation of management functions in CPD, beginning with planning, organizing, staffing, directing, coordinating, reporting and budgeting. All of the components were inter connected significantly and continuously, and at the end they produced products like personal development, scientific publications, and innovative works. Hence, a model of management function implementation of CPD can be developed as follow:

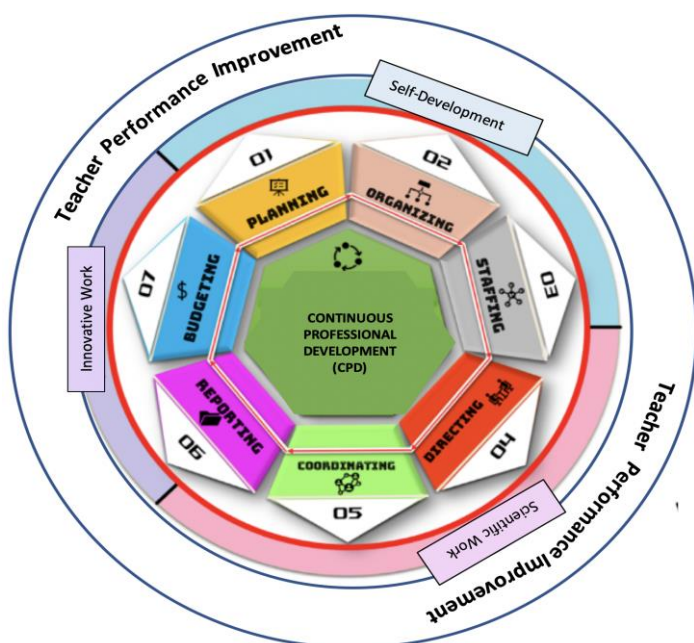


Figure 1. Diagram of development model of management implementation of CPD

The diagram is centered on CPD activity where management functions of POSDCoRBare integrated to one continuous process starting from planning, organizing, staffing, directing, coordinating, reporting up to budgeting. So that, they can yield products of CPD, namely: personal development, scientific publication, and innovative works. The three products of CPD can improve teachers' performance.

Discussion

Analysis of management function implementation in continuous professional development to improve teachers' performance has led to a conclusion that an effective CPD gives CPD which is implemented by an appropriate management. Management for CPD is more focused on optimizing management functions in a more detailed manner such as one expressed by Gullick (1973). Didin Kurniadin, Imam Machali & Meita Sandra (2012) described that the management can be applied in various fields. This is caused by focus of management work related to any field which is willing to be managed to create desired things including CPD management. The management functions implemented in CPD should consider in details the planning function which must elaborate involvement function and analysis on teacher demand in carrying out PKB. Analysis on CPD need is described by Karsiwan, et al (2020) that it must consider scope of organization/ school, level of work or field of study and level of individual. In the level of organization/school, teachers' professional development need is adusted to the needs in achievement of School Vision. For level of teacher work, the same with the level of organization, the priority of development in both level is achievement of school vision by focus on teacher competence on science and technology which are required in the learning process. In the level of individual, it is directed to achieve competences of professionalism, personality, social and pedagogic.

The CPD management function will be more effective by paying attention to the full needs of the CPD implementation, including strategic steps introduced by the

experts. Luke & McArdl (2009) proposed a CPD model consisting of 6 stages, identifying priority policies, reframing and defining educational problems and targets, identifying teacher groups, categorizing teacher learning and knowledge, selecting modes of professional development, and evaluating programs. Whereas Kennedy (2005), noted that there are nine CPD models which are identified having ability to develop teacher competencies, namely; Training, Award Bearing, Deficit, Cascade, Standards Based, Coaching / Mentoring, Community of Practice, Action Research, and Transformative.

Results of this research on CPD gives a conclusion that it is necessary for planning CPD program which is adjusted to various teacher needs. This is in line with a research by Karsiwan, et al (2002) stating that organizing must give more involvement by teacher community as an active and innovative member of community. This is in line with the use of professional learning community (PLC) concept. The involvement and empowerment of teachers in PLC is a strategic effort in PLC effectiveness and its function can be directed in its formation and control. A research by Suherman A. et al. (2020), described that Professional Learning Community is a learning group of principals and teachers as members of teacher working group (KKG). In the implementation of its management, in the level of school, it can form professional school teacher activists. While Kennedy (2005) explained that PLC is a form of community that combines the form of community practice in training / mentoring model that involves more than two people and prioritizes joint learning.

In the CPD management, Kurniady and Komariah (2019) described PLEASE concept namely Professional Learning Community (P) is a learning group by principals and teachers working in teacher work group (KKG). For level of school, it can form professional school teacher activists. Learning Organization/LO (L) of principals and teachers must pay attention and revive school as a Learning Organization. Empathy (E) means that implementation of activities should be based on sense of emphatic, collaborative

not competition. Assurance (A) means that professionalism development activity has clear purposes, structure, planning, monitoring and evaluation. Smart Evaluation (SE) or evaluation on professional development program has SMART criteria namely specific, measurable, achievable, realistic and time bound.

Conclusion

Effect of Continuous Professional Development (CPD) to teachers' performance in Subang Regency was in strong, significant, and positive category with correlation value at 0.789. Thus, CPD organized in Subang Regency impact significantly on teachers' performance development. Then, as a whole, management functions studied in CPD activities in Subang Regency were still lack in some of the functions. Although, in implementation they were good. Conceptually, implementation of management function of CPD in Subang Regency was good. But operationally, the management functions were still less. All

concept of CPD implementation in planning, organizing, and staffing were organized mostly based on a guide from central government, but it was not developed or adapted to teachers' needs in Subang regency. Besides, in term of directing, coordinating and reporting, Subang board of education did not coordinate and provide directions to teachers much because in Subang regency, the board of education did not appoint CPD coordinator in district level. Hence, communication between Subang board of education with teacher coordinator at school did not work well. In budgeting, there were some posts were not facilitated well. If management functions could be implemented structurally and integrated, hence CPD activities would imply positively to the development of science of applied education administration. Besides, the results of the study could be considered in technical development CPD. If CPD activities could be hold structurally, in detail, clearly, frankly, effectively and efficiency based on teachers' needs, then objectives of activities could benefit stake holders and education field.

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