

**THE EFFECT OF ACADEMIC SUPERVISION AND TEAMWORK ON
WORK SATISFACTION OF PUBLIC HIGH SCHOOL TEACHER
IN BINJAI CITY**

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Abstract

This study aims to describe and find out: (1) Effect of Academic Supervision on Teamwork; (2) Effect of Academic Supervision on Teacher Job Satisfaction; (3) The Effect of Teamwork on Job Satisfaction of Public High School Teachers in Binjai City. The research method used is a quantitative method with a path analysis approach. The number of respondents was 198 people taken by *Proportional Random Sampling*. The research instrument was a questionnaire, which was tested to obtain valid instruments and instrument reliability. Before testing the hypothesis with the path analysis approach, the analysis of the test was carried out first, namely the normality test of the data using the *Kolmogorov-smirnov t e st* test. and test the linearity and significance of regression with Analysis of variance at the α significance level of 0.05. The results of the study found: (1) Academic supervision had a positive direct effect on Teamwork; (2) Academic Supervision has a positive direct effect on Teacher Job Satisfaction; (3) Teamwork has a positive direct effect on Teacher Job Satisfaction. To increase the Job Satisfaction of State High School teachers in the city of Binjai it can be done by increasing the Academic Supervision and the Teamwork of the teachers.

Keywords: *Academic Supervision, Teamwork, Teacher Job Satisfaction*

A. PRELIMINARY

Job satisfaction is an attitude that reflects a person's feelings for his work. Job satisfaction comes from the word *Job Satisfaction* which can be interpreted as a positive feeling towards someone's work which is the result of his evaluation. By achieving satisfaction of various desires, the willingness and needs of employees determine their professionalism at work.

Job satisfaction is a reflection of a person's attitude and feelings in doing a job. The attitude and behavior of someone who is satisfied with his job is characterized by a sense of pride in his work, enjoying his job, passionate in doing his work, carrying out his work responsibly. Job satisfaction of each individual will vary because satisfaction is an expression of the expression of individual acceptance of something that is seen or heard.

Job satisfaction is one of the most important factors to get optimal work results. When someone feels satisfied at work, of course, he will try as much as possible with all the ability he has to complete his

task as well as possible, even though his job has high pressure or is at risk. A person who is satisfied in work will work as well as possible, because job satisfaction allows excitement, perseverance, craft, initiative and work creativity to emerge.

Luthans argues that job satisfaction is the emotional response of employees regarding the achievement of expectations from the results of their work. Teacher's job satisfaction can be described in several aspects, firstly employee satisfaction with their work. Satisfaction in this work arises because the work is interesting, provides opportunities to learn, and opportunities to accept responsibility. The second aspect is the provision of salaries or wages received in accordance with contributions given to the school.

The third aspect of job satisfaction is the promotion received by the teacher, a high school teacher interviewed at the time of initial observation stated that the equal distribution of the promotion given was still lacking, which was difficult in the administration process of staff promotion. The fourth aspect is supervision from superiors is technical supervision and behavioral support from superiors to the regulations that have been set. At the time of the initial observation, it was seen that there were still teachers who were wearing uniforms that were not according to what was determined and the teachers were chatting between the hours of teaching. Then the fifth aspect is coworkers' support, still lack of cooperation and social support from coworkers. And the sixth aspect working conditions that support, where the existing working conditions are not conducive and there is still a lack of equipment and equipment in the teaching and learning process.

Job satisfaction of a teacher is closely related to the teacher's attitude towards his work. The more aspects of work that are according to his wishes, the higher the level of satisfaction he feels. Job satisfaction is an emotional state that pleases someone in doing their work, the higher the level of one's job satisfaction will be reflected in a positive attitude towards work.

Teacher job satisfaction is characterized by the emergence of satisfaction and completion of tasks that are the responsibility of the teacher in a timely manner, in addition to the emergence of dedication, enthusiasm, craft, perseverance, initiative, and high work creativity in work (Amir et al. 2014). Septina (2011) explains that the phenomenon in the field of job satisfaction that teachers have is very low where symptoms such as absenteeism, laziness to work, the number of complaints from teachers, low work performance, lack of interest and enthusiasm in teaching and indiscipline in teaching.

The ability of school principals to manage schools is also very influential on teacher job satisfaction because the principal is responsible for all issues related to school both inside and outside the school. The principal has the responsibility to develop teacher quality, one of which is by supervising the teacher as a member.

Academic supervision carried out by the principal is essentially: conducting guidance, guidance to solve educational problems faced by the teacher together with the teacher without looking for teacher errors. Because in the process of supervising the principal gives direction, guides and guides the teachers in solving the problems faced by the teacher during the learning process so that the teacher can carry out his duties to the fullest.

Teachers who have a good perception of academic supervision carried out by the principal the teacher will teach and carry out his duties to the maximum, because supervision means giving guidance to

the teacher towards improvement in teaching. This is related to teacher job satisfaction, the teacher's expectations of the principal with the reality given by him. If the teacher's expectations are in accordance with the rewards given by the principal, it will lead to a sense of satisfaction in the heart of the teacher. Rewards are not only in terms of material (salary increases, allowances or honorariums) but also spiritual aspects (Attention of principals, good communication between teachers and principals, encouragement or motivation by the principal).

Teamwork can be used by teachers to find their needs during the teaching and learning process and is a place to develop potential and actualization. With good teamwork, it will produce positive energy so that the teachers will feel satisfied at work because they do not feel burdened when carrying out their duties

Some of the studies that have been done before that relating to one's job satisfaction include: Suhaji (2016) in his research entitled factors that influence job satisfaction (Study on employees of the College of Pharmacy "Pharmasi Foundation" Semarang) concluded that: influential social factors 32.5%, physical factors have an effect of 20.1% and financial factors have an effect of 22.5% on one's job satisfaction. Whereas according to Irwani's research entitled "Job satisfaction of elementary school teachers in Johan Pahlawan Sub-District, West Aceh Regency" concluded that: out of 219 teacher respondents spread across 25 schools there were factors that influenced teacher job dissatisfaction, namely: sharing of teaching hours (14.7%); fellow co-worker relations (43.1%), salary or compensation (31.7%); the level of concern of the principal (35.5%). Mahdani (2013) further in his research entitled "The effect of leadership style and compensation on job satisfaction and its impact on the performance of employees of PT. PLN (Persero) Aceh Region with 137 respondents found that: leadership style has an effect of 35.0%, team collaboration has an effect of 28.1% and Compensation has an effect of 17.4% on one's job satisfaction.

Through the various descriptions above, it is known that many factors that cause the dissatisfaction of a teacher's job dissatisfaction include: Situations that are not as same as their expectations, leadership of the principal, the environment and the teacher's own personality or teacher's personality. So the researchers concluded that teacher job satisfaction is very important to study, therefore researchers are interested in examining the influence of the Academic Supervision and the teacher`s teamwork on the Job Satisfaction of State High School teachers in Binjai City.

B. THEORITICAL REVIEW

1. Job satisfaction

Job satisfaction is the desired result, high job satisfaction means employees have better performance and the organization becomes more effective, and vice versa if job satisfaction is low then there will be performance problems and the organization will run less effectively. Job satisfaction not only reduces the burden or pressure, but can also help improve performance, reduce employee turnover, absenteeism.

Colquitt, LePine, and Wesson (2009) suggest that job satisfaction is a level of pleasant feeling obtained from a person's work assessment or work experience. Job satisfaction reflects how you feel your job and what you think about work.

Robbins (2006) said that job satisfaction is a general attitude of an individual to his work. Work requires interaction with coworkers and superiors, following organizational rules and policies, meeting

performance standards, living in work conditions that are often less than ideal, and others. This means the assessment of an employee or member towards his or her satisfaction with his work. Robbins states job satisfaction as a positive feeling about work as a result of evaluation of its characteristics.

Robbins (2006) reveals mentally challenging jobs, appropriate salary or wages, supportive working conditions, suitability of personality and work are factors that determine someone's job satisfaction. Colquitt, LePine, and Wesson (2009) concluded that the difference between expected salary and salary received determines salary satisfaction, the difference between the expected promotion and the promotion obtained determines promotion satisfaction, the difference between the expected supervision and the supervision obtained determines satisfaction of supervision, the difference between a colleague who is expected to work with a colleague will determine job satisfaction, and the difference in satisfaction expected from work determines satisfaction with the job itself. Where salary satisfaction, promotion satisfaction, supervision satisfaction, colleague satisfaction and satisfaction with the work itself determines overall job satisfaction.

Luthans (2005) states that there are 5 dimensions of work to describe characteristics in measuring satisfaction, among others: Job itself, Wages or salaries, Promotion opportunities, Supervision and Colleagues. Siagian (2015) states that there are four things that can improve one's job satisfaction, among others: Job full of challenges, Fair reward system, Conditions that are supportive and the nature of coworkers.

Some theories regarding job satisfaction include: Herzberg's two-factor theory, Discrepancy Theory; Balance Theory (*Equality Theory*); Theory of Hope (*Expectancy Theory*); Meeting the Needs Theory (*Need fulfillment Theory*); The Social Reference Group Theory .

Greenberg (2000) states that there are four ways to measure someone's satisfaction, namely: Assessment, Questionnaire, Critical Incident and Interview. In measuring one's job satisfaction can be done by measuring someone's emotional state or a person's attitude towards work that is shown in the form of responsibility, attention and development of performance.

Job satisfaction experienced by someone is more determined by the form of work, work environment and fulfillment of individual needs. Job satisfaction can also come from mental readiness to face challenging work, fair appreciation, working conditions that support and cooperation with good coworkers. Job satisfaction concerns a person's feelings or thoughts regarding the state of his work.

Feeling satisfied with the work that someone feels in general refers to a person's attitude towards their work. A person with a high level of job satisfaction is known to have a positive attitude towards his job, whereas someone who is not satisfied with his job has a negative attitude towards his work. A positive attitude towards work arises because of a sense of security, likes his job, is given the opportunity to improve his career in his company, in accordance with the work agreement, and the boss respects its members.

2. Academic Supervision

Supervision comes from two English words, namely *super* which means "above", and *vision* which means "see". Whereas "*supervisee*" in the English-Indonesian Dictionary (John M. Echols and Hassan Shadily, 2000) means watching. The use of this term of supervision has almost the same meaning as inspection, inspection, and supervision and surveillance. Sagala (2000) provides a definition that in general

supervision means assistance efforts given to teachers in carrying out their professional duties, so that teachers are able to help students learn to be better than before.

Academic supervision according to Glikman (2010) is a series of activities that help teachers develop their abilities in managing the learning process for the achievement of learning goals. According to Masaong (2013) academic supervision is supervision which focuses on observing academic problems, which are directly related to the scope of learning activities when students are in the learning process.

According to Arikunto (2006) academic supervision should have to fulfill the principles: 1). Provide guidance and assistance to the teacher to overcome problems and difficulties rather than looking for mistakes. 2). Providing assistance and guidance is carried out directly, meaning that direct guidance and assistance is not given directly but must be sought so that the parties concerned without being forced or opened to their hearts can feel alone and commensurate with the ability to be able to overcome themselves. 3). If the school principal plans to give advice or feedback, it should be delivered as soon as possible so that what he wants to convey is nothing left to be missed. 4). Supervision activities should be carried out regularly. 5). The atmosphere that occurs during supervision takes place should reflect the existence of good relations between supervisors and supervised ones. 6). To keep what is done and found not lost or forgotten, the supervisor should write a brief note that contains the important points needed to prepare the report.

Academic supervision is a function of supervision relating to aspects of fostering and developing the professional abilities of teachers in improving the quality of learning and guidance in schools. Academic supervision targets include helping teachers in: 1). Planning learning activities and or guidance, 2). Carry out learning / guidance activities, 3). Assess the process and results of learning / guidance, 4). Utilizing the results of assessments for improving learning or guidance services, 5). Provide accurate and regular feedback to students, 6). Serving students who have learning difficulties, 7). Providing learning guidance to students, 8). Creating a pleasant learning environment, 9). Develop and utilize aids and media for learning and / or guidance, 10). Use learning resources, 11). Develop appropriate and efficient learning or guidance interactions (methods, strategies, techniques, models, approaches, etc.), 12). Conduct practical research for improving learning or guidance, and 13). Develop learning / guidance innovations.

Arikunto (2006) suggests that the general goal of academic supervision is: "Providing technical assistance and guidance to teachers and other school staff so that these personnel are able to improve the quality of their performance, especially in carrying out their tasks, namely implementing the learning process. Academic supervision indicators include: 1). Planning academic supervision program, 2). Implementation of academic supervision, 3). Guidance in supervision, 4). Supervision results, 5). Follow-up results of supervision in improving teacher professionalism.

3. Teamwork

Robbins (2014) suggests teamwork is that all team members work together and interact, communicate with each other to solve problems to achieve maximum results. Robbins also interpreted teamwork as the interaction of all team members where individuals produce positive synergies through coordinated efforts.

Mangkuprawira (2009) states that, traits that reflect the success of a teamwork include: 1) The similarity of work vision and mission, namely employees and managers have a relatively similar point of view in working on company tasks. Orientation and focus on the process and results. Although the debate among employees is unavoidable, it is always directed at how the target can be achieved. Dissent is considered as something natural. 2) Priority of attention and action on something that is best for the organization, namely the team views the good and bad performance of the company as an accumulation of team performance. While if the company has good performance (profitability) it will affect the compensation given to employees. The greater compensation the more satisfied employees are at work. In turn, employee performance will also increase. For this reason, a good team is a team that is able to maintain and achieve even greater organizational goals in a consistent (consistent) manner. 3) Employees are highly committed to work, which is generally a strong team reflected also by the strength of the interests of its employees. Responsibilities and rights are made in a balanced manner. They not only work for the sake of gaining a better level of family life but also for the health of the organization. 4) A strong team as a talent magnet, namely in working, each member cannot be separated from the atmosphere of competition among fellow partners. Ideally everyone wants to be ready for this, but in reality there are those who cannot and are not used to working hard.

Teamwork is more effective when compared to individual work. Collaboration can also stimulate someone to contribute to the group. High-performance teamwork is characterized by confidence (*Trust*) high reciprocity between each member. Which means that each member believes in the integrity, character and ability of each member. It is very fundamental in realizing the integrity of a team so that can synergize and be effective is to do a good team design.

Team collaboration in the school environment will be built harmoniously if all teachers demonstrate their role in building effective teamwork. As for the teacher's role in the team, the teachers understand the team's goals well and can only be achieved well if there is support, a sense of belonging and dependence on one another. In addition, all team members must also understand the point of view of each other, be able to apply their talents and knowledge to the target team and be able to work openly. Team members must participate in team decisions so that the entire team has a sense of shared responsibility for the team's decisions.

Each member is required to have technical expertise and problem solving skills, decision-making and interpersonal relationship skills, and high scores on personality characteristics, openness, ability to agree, prudence and emotional stability. Effective teams have members who are loyal to the common goal, team specific goals, members who believe in the team's abilities, manageable levels of conflict and minimal levels of social laziness .

C. METHOD RESEARCH

This research was conducted at Binjai City State High School (SMA) consisting of 7 (seven) schools, there are: SMA Negeri 1 Binjai, SMA Negeri 2 Binjai, SMA Negeri 3 Binjai, SMA Negeri 4 Binjai,

SMA Negeri 5 Binjai, SMA Negeri 6 Binjai dan SMA Negeri 7 Binjai. This research was conducted from November to December 2018.

This research was conducted using quantitative methods. The model that used is a path analysis model (*Path analysis*) or often referred to as a causal relationship pattern. According to Kusnendy (2005) path analysis is used to analyze the pattern of relationships between variables in order to find out the direct or indirect effects of a set of causal variables (exogenous variables) on a set of variables (endogenous variables).

This study analyzes the effect of one variable on other variables, namely: (1) Academic supervision; (2) Teamwork; (3) Teacher job satisfaction.

The data analysis technique used Sugiyono's inferential statistical technique (2009) states in quantitative research to analyze data used descriptive statistics or inferential statistics .

D. Results and Discussion Results

1. Data Description

Based on the collected data then analyzed by descriptive statistics by calculating the value of the central tendency and the size of its spread. This is done to determine the general description of the meaning contained in the distribution of data obtained. Description of the data include measures of central tendency, such as the average (*mean*), the average score two middle data (*median*) score which has the most frequent (*mode*), the size of the tendency of deployment, such as standard deviation (*standard deviation*), the variance (*variance*), the span (*range*), lowest score (minimum), highest score (maximum), lowest ideal score (*ideal minimum*), highest ideal score (*ideal maximum*), ideal mean score, *ideal standard deviation* (*ideal deviation standard*), frequency distribution and histogram. Calculation and summary of descriptive analysis results can be seen in the following table.

Summary of Results of Analysis of Descriptive Statistics of Research Variables

Variable		Academic Supervision (X_1)	Teamwork (X_2)	Job satisfaction (X_3)
N	Valid	198	198	198
Mean		97.61	94.61	97.89
Median		98.00	96.00	97.00
Mode		98	97	98
Std. Deviation		16.61	17.11	16.83
Variance		276.15	292.87	283.37
Range		76	79	77
Minimum		56	55	58
Maximum		132	134	135
Sum		19327	18732	19382
Ideal Minimum		30	30	30
Maximum Ideal		150	150	150

Variable		Academic Supervision (X_1)	Teamwork (X_2)	Job satisfaction (X_3)
N	Valid	198	198	198
Mean		97.61	94.61	97.89
Median		98.00	96.00	97.00
Mode		98	97	98
Std. Deviation		16.61	17.11	16.83
Variance		276.15	292.87	283.37
Range		76	79	77
Minimum		56	55	58
Maximum		132	134	135
Ideal Mean		90	90	90
Ideal Deviation Standard		20	20	20

Summary of Calculation of the Kolmogorov-Smirnov Test for Normality Test

		X_1	X_2	X_3
N		198	198	198
Normal Parameters ^{a,b}	Mean	97.61	94.61	97.89
	Std. Deviation	16.61	17.11	16.83
Most Extreme Differences	Absolute	.054	.057	.80
	Positive	.054	.053	.80
	Negative	-.049	-.057	-.033
Kolmogorov-Smirnov Z		.759	.796	1,122
Asymp. Sig. (2-tailed)		.612	.50	.161

Remarks: X_1 = Academic Supervision, X_2 = Team Cooperation, X_3 = Job Satisfaction

Summary of Linearity Test and Meaning Test

No.	Exogenous variable against Endogenous variable	Linearity Test			Regression Meaning Test		
		F_h	Sig.	Status	F_h	Sig.	Status
1	X_1 with X_2	1,242	0.147	Linear	39,450	0,000	Meaning Path
2	X_1 with X_3	1,262	0.131	Linear	92,124	0,000	Meaning Path
3	X_2 with X_3	0.707	0.941	Linear	74,597	0,000	Meaning Path

Description: X_1 = Academic Supervision, X_2 = Teamwork, X_3 = Job Satisfaction

**Summary of Correlation Coefficient Calculation Results,
Path coefficient and meaning**

No.	Variable	Coefficient Correlation*	Coefficient Lane	t _{count}	Signifikansi	Information
1	X ₁ -X ₂	= 0.409	= 0.409	6,281	0,000	Significant
2	X ₁ -X ₃	= 0.447	= 0.447	6,998	0,000	Significant
3	X ₂ -X ₃	= 0.525	= 0.224	3,600	0,000	Significant

* All the significance of the correlation coefficient (t_{count}) is greater than t_{table(5%)} = 1,645

Description: X₁ = Academic Supervision, X₂ = Teamwork, X₃ = Job Satisfaction.

2. Testing Hypothesis

Sub Structure 1

The testing criteria is reject Ho, if a significant value t_{count} > α = 0.05 or Ho is accepted if the significant value is t_{count} < α = 0.05. Based on the calculation of path analysis obtained coefficient values track the influence of Supervision Academic toward Teamwork teacher high schools in Binjai ρ₂₁ = 0.409, the coefficient t_i = 6,281, with a significance of p = 0.000 or value t_i is greater than t_{table} α_(0.05) = 1.966 so Ho is rejected, and H_a is accepted. Thus, it can be stated that Academic Supervision has a positive direct effect on the Cooperation of the State High School teacher team in Binjai City, accepted and validated ..

Sub Structure II

The testing criteria is reject Ho, if a significant value t_{count} > α = 0.05 or Ho is accepted if the significant value is t_{count} < α = 0.05. Based on the results of the calculation of the analysis it is known that the influence between Academic Supervision of Job Satisfaction obtained the path coefficient value of ρ₄₁ = 0.335. The coefficient of t_{count} is 5.673 with significance p = 0,000 or the value of t_{count} is greater than the value of t_{table}, α_(0.05) = 1.966 so that Ho is rejected, and H_a is accepted. Thus, it can be stated that Academic Supervision has a positive direct effect on the Job Satisfaction of State High School teachers in Binjai City, accepted and validated.

Sub Structure II I

The testing criteria is reject Ho, if a significant value t_{count} > α = 0.05 or Ho is accepted if the significant value is t_{count} < α = 0.05. Based on the results of the calculation of the analysis it is known that the influence between Team Cooperation on Job Satisfaction obtained the path coefficient value of ρ₄₂ = 0.224. The coefficient of t_{count} is 3.600 with a significance of p = 0.000 or the value of t_{count} is greater than the value of t_{table}, α_(0.05) = 1.966 so that Ho is rejected, and H_a is accepted. Thus, being able to be declared Team Cooperation has a positive direct effect on the Job Satisfaction of State High School teachers in Binjai City, accepted and verified. This means that the better the teacher teamwork, the better the teacher's job

satisfaction. In other words, it can be concluded that the good and bad cooperation of the State High School teacher team in the City of Binjai is largely determined by the good and bad teacher job satisfaction .

E. Discussion of Research Results

1. Effect of Teamwork Against Academic Supervision Team

Based on the results of testing the hypothesis that Academic Supervision has a direct effect on Teamwork, namely: ρ_{21} of 0.409 and based on the calculation results obtained proportional direct effect of Academic Supervision on Team Cooperation is 0.167. So, Academic Supervision has a direct positive effect on Team Cooperation , of which 16.7 % changes in Team Cooperation can be determined by Academic Supervision.

2. Academic Supervision Influence on Job Satisfaction

Based on the results of the calculation of the proportional direct effect of Academic Supervision on Teamwork of 0, 199 . Based on the results of hypothesis testing obtained a significant path coefficient between Academic Supervision and Job Satisfaction, namely: ρ_{41} of 0, 335 .

3. Influence on Job Satisfaction Teamwork

Based on the results of testing the fourth hypothesis obtained a significant path coefficient between Team Cooperation and Job Satisfaction, namely ρ_{42} of 0, 224. Furthermore, based on the results of the proportional effect calculation of Team Cooperation on Job Satisfaction of 0.050,

F. Conclusion

Based on the results of the study it can be concluded as follows:

1. Academic Supervision has a positive direct effect on the teamwork of High School teacher team in Binjai City. In other words, the better Academic Supervision is, the better the collaboration between the State High School teacher team in Binjai City
2. Academic Supervision has a positive direct effect on the satisfaction of teacher work in public high schools in the city of Binjai. In other words, the better Academic Supervision, the higher the Public High School Teacher Satisfaction in Binjai City.
3. Teamwork has a positive direct effect on Job Satisfaction of State High School teachers in Binjai City. In other words, the better Teamwork is, the higher the Job Satisfaction of State High School teachers in Binjai City.

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