



JOB PERFORMANCE OF SENIOR HIGH SCHOOL SUPERVISORS IN BIMA REGENCY, WEST NUSA TENGGARA PROVINCE

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ABSTRACT

This study aimed to describe the job performance of senior high school supervisors in remote areas in Bima, West Nusa Tenggara Province. The data were collected through: (1) interviews; (2) observations; (3) documentation study. Data analysis was performed in three ways: Data reduction, data display, and verification. The check of data validity was done through triangulation of sources, methods and theories.

The result showed that: (1) the senior high school supervisors in remote areas had systematic work procedures, (2) the supervisors used flexible work techniques through class visits, individual meetings and group meetings that have go-structure and comes-structure characteristics, (3) the supervisors had discipline, friendliness, openness, care and situational behavior, (4) supervisors had quality work and were skilled, meticulous, careful and independent; (5) the work of the supervisors was in the form of documents and improvement of teachers and principals' competence.

Key Words: Job Performance, Supervisors, Remote Areas

INTRODUCTION

One of Joko Widodo-Yusuf Kalla's national development agenda is to build Indonesia from the edge by laying the foundation of asymmetric decentralization by implementing a policy of developmental alignment in disadvantaged, remote and outermost areas (3-T) with a focus on equitable access to integrated development in all sectors (National Border Management Agency Regulation No. 1 of 2015: 144). The development of remote area education is directed to the strengthening of resources, both comparative resources, namely the fulfilment of facilities and infrastructure and competitive resources, namely the strengthening of human resources (HR).

Based on the objective conditions, the remote areas have crucial problems, thus requiring programmed handling. Salahuddin (2016: 15) suggests that the problems of education in remote areas, namely (1) lack of learning resources that can support the learning process, (2) Miss-match

of teachers' education qualifications, (3) low teachers' competence and minimal experience, (4) Most schools do not have state teachers and only rely on volunteer teachers, (5) Limited means of transportation to schools; (6) Limited supply of educational facilities and infrastructure, (7) Disconnected communication and information networks; (8) The terrain conditions causing difficulties to travel to school.

More specifically, remote senior high schools in Bima Regency have a crucial problem. Data from the Federation of Indonesian Teachers Union (FSGI) of Bima Regency reveals an education dilemma in the remote areas of Bima regency, namely; limitations of buildings and classrooms, lack of teachers of ASN (State Civil Apparatus) status, uneven amount of special allowances for remote area teachers, and limited learning resources. The findings of Bima regency council members shows that the condition of SMAN 1 Tambora with limited facilities, and low number of ASN teachers, causes the responsibility of the learning process to be more charged to the part-time teachers who are not facilitated with proper welfare guarantee (Kilas NTB Paper, February 03, 2016). However, the government is gradually paying attention to the remote areas. Bima regency is designated as one of the underdeveloped category areas with indicators of local financial capacity, people's economy, facilities and infrastructure, human resources, accessibility, and remote location of the areas (Presidential Regulation No. 131/2015).

Accessibility of education in Bima district has been done by building new high school units in some remote areas, namely SMA Negeri 1 Tambora, SMA Negeri 2 Soromandi, SMA Negeri 3 Donggo, SMA Negeri 3 Langgudu, SMA Negeri 2 Monta and SMA Negeri 1 Lambitu (Bima's Regent's Decree number: 188.45 / 205 / 01.1 / 2016). However, the remote high schools faced a crucial problem, which was only supported by 28 (13. 2%) civil servant teachers and 184 (86.4%) part-time teachers. In fact, these aspects greatly affect the continuity of the dynamics of education. Nevertheless, there are pluses of the remote schools in Bima regency, which are effective and smooth running education activities. This is supported by the commitment of teachers and principals, more specifically the supervisors' commitment in this research, who are able to carry out disciplined, innovative, creative and responsible tasks that are demonstrated by being consistently present early in school, being meticulous and careful, and having broad insights in monitoring, and assessment and guidance of teachers and principals. In addition, the supervisors use the procedures and techniques systematically, both in program planning work, discussion and programming, strategic arrangements, coordination and communication of the schedule of visits, the pattern of division of tasks, consistency in work standards, realization of work programs, production of documents and improvement of teachers and principals' competence and reporting and evaluating, and even remaining enthusiastic and tenacious in their duties, even though they have to pass a river without a bridge, sail across the sea, and stay at the school premises regardless minimal operational costs (Media Nusantara Newspaper, May 4-9, 2015 Edition).

This phenomenon is believed to be part of the performance of the school supervisors in Bima regency, which is considered to be in accordance with the theoretical framework and scientific mechanism. It can be seen through the procedures, techniques, behavior, quality and

outcomes of work in performing the principal tasks (the desired result of behavior). Indeed, the principal tasks of the supervisors are essentially to implement the principal substances of management, namely monitoring, evaluating, appraising, or correcting (Ivancevich, et al, 2008: 284; Mukhneri, 2013: 37).

Seeing the advantages that the supervisors display and being associated with the theoretical concepts give an idea that the subject is worth studying in depth. This is one of the reasons for the researcher's interest in conducting research on "the performance of supervisors in remote senior high schools in Bima regency.

MATERIALS AND METHODS

This research uses the qualitative approach with the case study method. The data used are primary data and secondary data. The primary data in this research come from the supervisors, teachers and principals of remote senior high schools in Bima regency. Meanwhile, the secondary data are related to both the supervisors' work documents and research background documents.

Techniques and procedures for data collection are done by observations, interviews and documentation. The data analysis technique used is the qualitative data analysis that took place interactively and continuously at each stage of the research so that until the research was completed thoroughly and its data were saturated, which was through (a) data reduction, (b) data display and (c) conclusion drawing / verification.

RESULT AND DISCUSSION

A. Work Procedures

The findings of the research show that the work procedures of the supervisors of remote senior high schools of Bima regency are: First, the planning of the monitoring program, assessment and guidance, i.e. the supervisors identify the needs and problems according to the condition of the schools, which is then synergized with the evaluation results of the previous year's findings and the draft of work programs compiled by a team formed by the coordinator of the school supervisors. Then, the compiled data is discussed in the meeting of the work program discussions, resulting in a collective decision in the form of master program document for supervision. These steps, in line with the opinion of Schermerhorn et al (2012: 196-97) that there are stages of decision-making process, namely: (1) define problem, (2) analyze alternatives, (3) make a choice, (4) take action, (5) evaluate results. Furthermore, the supervisors follow up the plan based on the master program set at the KORWAS (Coordination and Supervision) level by drawing up an annual program, semester, academic supervision plan (RKA) and managerial oversight plan (RKM) elaborated in accordance with the conditions of the target schools.

Second; the organization of monitoring, assessment and guidance program by the

supervisors of remote senior high schools of Bima regency was done by arranging an activity control regulations, namely arranging the activities by arranging the work programs' matrix table with the flow chart that was implemented gradually for one year, and then provided with the letter of assignment for supervisors' visits at the beginning of each month. The division of tasks was done evenly, i.e. 4-7 schools that were supervised by 2 supervisors by applying the roofing system on a regular basis once a year. The establishment of scheduled control regulation arrangements by Bima regency's supervisors is in line with Pearce & Robinson's (1994: 391) opinion that scheduling offers a mechanism with which to plan for monitoring and control these dependencies.

Third; Implementation of monitoring, assessment and guidance at remote areas in Bima regency is conducted by: (1) before the start of supervision visits, beginning with work meeting at the beginning of the year for preparation and coordination of supervisory activities, (2) socializing the program and coordinating supervisory schedules by identifying teaching hours of teachers and school programs; (3) the implementation of school visits takes place in a package of team work teams consisting of 2 supervisors and sometimes conducted separately; (4) monitoring visits, assessment and coaching are scheduled and communicated more early, though the visits can sometimes be unpredictable and unannounced, (5) techniques for monitoring, assessing and coaching teachers and principals, are flexible through class visits, model roles, individual and group meetings, (6) ongoing visits are gradually done and in accordance to the description of letters of assignment at the beginning of each month with the varied intensity of visits, i.e. one weekly, 2 times a week, 2 times a month or even once a month which takes between 1-3 months in one semester, (7) Written recommendations for a follow-up by the teachers and principals were outlined in the journal book for the supervisors. The activities of the supervisor were in line with Fattah's opinion (2000: 66) that the monitoring process consists of (a) monitoring; (B) assessing, and; (C) reporting the findings, activities or monitoring performed on actual performance, either in process or outcome.

Fourth; Reporting, evaluation and follow-up of monitoring, assessment and coaching results. At the end of each month and at the end of the year as well, the supervisors of remote senior high schools of Bima regency gives a written report on the results of the supervisory activities through the coordinator of supervisors. Although school visits were more conducted by 2 supervisors jointly, but in the report submission they were done individually by each supervisor. With the mechanisms pursued above, it indicates that supervisors have work procedures as a reference in monitoring, assessing and coaching. This is in line with Mukhneri's opinion (2015: 13) that the work procedure becomes the main framework for the realization of the success of the work through the process of how to combine tasks to form a complete job. In addition, the work procedures carried out by the supervisors of remote senior high schools of Bima regency are in line with the opinion of Agung & Yufriawati (2013: 138-152) that the supervisory procedures are: (1) identification of problems and needs of teachers and schools, (2) problem solving and needs of teachers and schools, (3) preparation of work plans, (4) implementation of work, and (5) evaluation.

B. Techniques

In conducting monitoring, assessment and coaching, there are several ways used by the supervisors of remote senior high schools of Bima regency, that is: (1) conduct a joint visit by two supervisors and sometimes separately, (2) conduct periodical visits in large groups of 4-7 persons in accordance with the context of the needs of teachers and principals to run cross-subsidized activity items of educational standards, (3) supervisors choose an alternative time of supervision visits at schools which on average are conducted between 01:00 am or 5:00 am with morning and even sometimes is done in the afternoon, (4) the visits are scheduled and in accordance with the arranged control arrangements and mutually agreed according to the teacher's schedule and principal's program and sometimes take place out of schedule, (5) coordinate and communicate early to notify supervisory visits to the principals and teachers, but occasionally take place without early notification, (6) the visit takes place in rotation (rooling), one day for one school by utilizing four days in a week, plus special visit in facilitating extracurricular activities of students IMTAQ (Faith and Piety) coaching on Friday, (7) supervisory activities take place in a balance between academic coaching and managerial coaching in each visit which is conducted jointly by members of the supervisory team.

In each visit, the supervisory team, all together, equally balances the academic coaching and managerial coaching. This means that the building of cohesiveness in the behavior shown by the supervisory team encourages the realization of a common goal, as Schermerhorn (2010: 376) points out, "A team is a collection of people who regularly interact to pursue common goals".

The supervisors of remote senior high schools of Bima regency use varied and situational techniques, i.e.: (a) teacher's assistants' visit in class, (b) personal face-to-face meetings and group meetings, (c) organization of information sharing, (d) demonstrations for modeling, (e) checking teachers and principals' documents.

The activity of teacher's assistants' visits in the classroom by the supervisors is important, because the supervisors can observe directly and accurately the various difficulties, weaknesses, needs and abilities of the teachers in the learning process. This is in line with Leeper's opinion (Fathurrohman & Suryana, 2011:22) that: "Class visit is a technique that is very effective supervision because supervisors can observe directly and accurately the difficulties, weaknesses, needs, and special abilities held by teachers in managing the learning process in classroom."

A personal face-to-face meeting by the supervisors of remote senior high schools of Bima regency is important and indispensable for supervisors as an effort to solve personal problems as well as a mean to develop teachers' potential related to teaching activities. This is in line with the opinions of Adam and Dickey (Sahertian, 2000:74) that one important tool in supervision is individual talks, because supervisors can work individually with teachers in solving personal problems and develop the potential of teachers relating to teaching positions.

Supervisors seek to foster teachers' creativity in learning, through the appeal of model roles and technical learning which are fun, varied, and humane. A learning paradigm is designed

with the learning pattern with scientific nuance. This is in line with the importance of using the demonstration of the way of teaching advanced by Leeper (Fathurrohaman & Suryana, 2011:26) that: Teaching demonstration would be more meaningful if teachers are trained to focus on watching something important and positive teaching of the simulation are shown by senior teachers or supervisors in the classroom.

Based on the techniques used, the supervisors of remote senior high schools of Bima regency utilize them to run activities that are innovative in nature, that involves: (a) teacher's assistants in designing constructivist learning procedures with active, innovative, creative, effective and fun learning approach (PAIKEM) and using the classroom action research cycle, (b) principals' assistance in the preparation of school programs and school self-evaluation in preparing for school accreditation, (c) conducting special assistance for students in the classroom for about 15-20 minutes periodically in the form of inspiration class, (d) assisting in the habituation of 15-minute obligatory reading for students that takes place in the school environment before the first session begins, (e) coaching assistance based on the collegial school and community participatory system, that is that supervisors provide a joint encouragement between the school and the community in the implantation of students character through IMTAQ extracurricular activities and PERSAMI (Saturday Sunday Camping) to establish togetherness among others as an effort to anticipate the condition of the society which is prone to communal conflict.

The efforts done by supervisors in designing learning are the process of developing the ability of teachers as researchers of application-based effective learning, in line with the opinion of Danielson (Moore, 2005: 8) that effective teachers should have the sensitivity to: (1) engage in quality planning and preparation, (2) prepare a positive classroom environment, (3) use proven instructional techniques; and (4) exhibit professional behavior.

In addition, supervisors of remote senior high school use instruments in accordance with the objectives of supervision activities, namely the KBM (Teaching and Learning) of administrative planning assessment instruments, the KBM of process monitoring instruments, the instruments of teacher and principal coaching, the instrument of teachers and principals performance monitoring on eight national education standards. The use of the instrument is performed by supervisors with two alternatives, i.e. (a) supervisors use self-developed instruments by taking the substance of the components set forth in each national education standard into account, (b) supervisors adapt instruments that are derivatives of the supervisory workbook. The way the supervisor apply the two alternative of instruments preparation is in line with the opinion of Nur Aedi (2014: 269) that there are two models of the development of the instrument, namely: (1) Develop one's own, and (2) Adapt (adaptation).

In addition to one-on-one guidance on teachers with special problems, the supervisors of remote Senior High School in Bima district conduct coaching on teachers and principals self-development by way of: (a) programmatic coaching across schools, both on top down/go structure and bottom-up/comes structure initiative, (b) gradual coaching in the form of in workshops, education and training, in-house training through continuous professional

development forum, either through MGMP and KKG or KKKS. The programmed and gradual follow-up pattern of coaching conducted by supervisors by empowering the forum is used as a mean to maintain the concept of life-long learning for teachers and principals.

C. Work Behaviour

The supervisors of remote Senior High School of Bima district have working attitudes, which are: (a) discipline, (b) has passion and work ethic, (c) sincerity in carrying out duties, (d) tenacity and perseverance. Discipline attitude of supervisors is shown by consistently present in accordance with the schedule agreed with the school, and even on several visits the supervisors always arrived earlier, thus impacting the teachers' discipline and effective and smooth learning process. Seen from the intensity, the visits of the supervisors of remote senior high schools in Bima regency are quite varied, i.e. once a week, twice a week, twice a month and even once only once a month.

Supervisors have passion and work ethic, tenacity and perseverance demonstrated with never complaining attitude, whether when they travel long distances and cross the sea or pass the hills and even sometimes regularly stay at the site of the target school. All of those are unique behaviors that not everyone can afford to live wholeheartedly, but only possess by those who have the persistence and the call of conscience and sincere devotion. The step that the supervisors take with President Calvin Coolidge's statement (Neolaka, 2014:133-134) that: "Nothing in the world can take the place of persistence, talent will not, nothing is more common than unsuccessful men with talent. Persistence and determination alone are omnipotent."

Supervisors establish cooperation with teachers and principals by emphasizing personal emotional relationship, interest, cooperative, take and give relationships, two-way communication, kinship, the value of togetherness (collegiality) with the principle of how to make familiar, adaptive, open (openness), using andragogy, i.e. approach, collaborative approach, spiritual and sociological approach, and local culture appreciation, so that teachers and principals in remote senior high schools in Bima district are very eager to receive supervisors' coaching, even able to establish communication in a friendly and cooperative way and are not afraid to be corrected. Openness to correction coming from outside is part of the way to accept new ideas and change as a basis for self-understanding, as stated in *The Johari Window Theory* which was developed by Joseph Luft & Harry Ingram (Lussier, 2013:227) explaining that: (a) we open the hidden self areas of the window; (b) as we self-disclose; (c) we also find out things about ourselves that others know, such as irritating things we do; (d) we open the blind area.

In addition, in carrying out monitoring, assessment and guidance activities on teachers and principals, the supervisors of remote Senior High School in Bima district show the attitude of: (a) friendly; (b) open, (c) familiar, (d) patience and nurturing (more guiding than demanding); (e) low profile; (f) humanist and humorous. The attitude displayed by supervisors of remote senior high schools in Bima district is reflected in the application of situational and flexible approach which is applied in an integrative way to provide support services to teachers and principals. Conditions shown are in line with Lussier's opinion (2013:218) that "supervisory-employee interactions fall into two distinct categories: directive and supportive.

Furthermore, supervisors use a collaborative approach in providing guidance to teachers and principals. With the understanding that every problem in the school is not only able to be solved personally, but requires togetherness so that the supervisor and the school involved collegially. This is in line with Sahertian opinion (2000: 34) that alternative of using teacher coaching approach takes place through: (1) directive approach; (2) non directive approach; (3) collaborative approach.

By looking at the work behavior of supervisors of the remote Senior High School in Bima district above, it is in line with the criteria of the work performance appraisal of civil servants of school supervisors by Kemdikbud (2016: 85-100) which establishes the behavior of school supervisors on the aspects of: (a) service orientation (polite); (b) commitment (earnest); (c) integrity (being honest, sincere, do not abuse authority and dare to take risk); (d) discipline (abiding by the rules and working hours); (e) cooperation (respecting, accepting the opinions of others).

D. Work Quality

The research findings show the supervisors of remote senior high schools of Bima regency uphold the principle to be consistent with the assigned tasks, that is carry out workload of 37.5 hours face-to-face/pekan by dividing the portion of activities, i.e. 75% for face-to-face and 25% for non-face-to-face, or 80 % for face-to-face and 20 % for non-face-to-face and some even use 90% of the time for face-to-face and the remaining 10% for non-face-to-face activities.

In addition, the supervisors of remote senior high schools of Bima regency work carefully, thoroughly, systematically, have broad insights, are inspirational and consistent with the schedule of visits agreed with the school and use control tools such as guidance, monitoring and assessment instruments. Careful, meticulous and inspirational work accompanied by the use of good working instruments is a hallmark of good quality work. This is in accordance with the opinion of Uno and Lamatenggo (2012: 161) that among the basic characters that can be seen and attached to each good professional is the desire to uphold the work, to keep the dignity in carrying out the work and the desire to provide services for professional work shown by competence, skill, dedication, passion, and high motivation to reach for achievement and attain the success of organizational goals. The matter shown by the supervisor is in line with the opinion of Dessler & Huat (2006:87) that competencies as demonstrable characteristics of person that enable performance.

Another thing is that the supervisor is mandated to work in accordance with the established standards and keep the heart to remain genuine, like the wise sentence by Jansen Sinamo (Sujanto, 2014: 40-45) that to build the work ethos, the employees should stick to the eight concepts of work ethos, that are: (1) work is a grace, I am able to work sincerely and gratefully; (2) work is a trust, I am able to work well and responsibly; (3) work is a call, I am able to work thoroughly with full integrity; (4) work is my actualization, I am able to work hard with full energy; (5) work is a worship, I am able to work seriously with love; (6) work is an art,

I am able to work intelligently with full creativity; (7) work is an honor, I am able to work persistently, full of excellence; and (8) work is a service, I am able to work perfectly and humbly.

The supervisor uses the time to complete the items of monitoring, assessing and coaching activities in a varied manner and within a certain time limit, that is using the 1-month assignment letter time for performance appraisal and professional guidance of teachers and principals, using the 1-3 months time for monitoring, assessment and coaching of administrative planning, while the process and evaluation of learning by teachers is done full time time in each visit to school and even using additional time after students' school hours. At the same time, the intensity of class assistance activities by supervisors of remote Senior High School in Bima district take place 3-5 times in one semester and the intensity of integrated coaching activities take place, among others, only one or two time in one semester. This shows that supervisors have a good work morale shown through job involvement, which, among others, is being routine in performing assistance in school, as Schermerhorn et al (2012: 62) says "job involvement is the extent to which an individual is dedicated to a job".

The up-grade of supervisors professional skills become a must that should not be ignored. The supervisors attention is closely aligned with what the Government of Alberta has stated (2015: 45-46) that supervisors should be prepared to have "(a) understand the role, (b) leadership skills, (c) strong communication skills, (d) to be able to organize and prioritize, (e) to demonstrate strong attention to detail.

E. Work Result

The findings of research is that supervisors of remote Senior High School in Bima district realize the work program in the form of program monitoring, assessment and coaching of teachers and principals well, with the achievement of target work program that is quite varied, i.e. there is an achievement that just reach 75-85%, achievement that reach 80-90%, achievement that reach 85-90% and even have reached 90-100%. From the coaching aspect it can be seen that supervisors have run some activities needed by teacher and principal, so that the realization of the activity yield two things, that are: (1) physical fulfillment of documents, (2) improvement of teachers and principals competence abilities. The work result of the supervisor among others are; forming peer discussion groups as a medium for self-development and teacher competence in the school environment and encouraging the 15-minute reading habit for students before the first session begins. These activities are part of the effort to improve teacher performance. This is in line with Muslim opinion (2013: 106) that the task of the supervisor in the role of performing the supervisory function by promoting the principle of welfare is to train teachers to analyze their own performances and other teacher performance.

The planning for teacher's career development by supervisors produces a Decree of KKG and MGMP school teams, and generates a program format and budget which as a whole serve as the bridge to bring understanding of teacher's collegiality in solving problems simultaneously, while eliminating the assumption that teachers are clients for school supervisors. This is in line with Muslim opinion (2013: 103) that the strategy of minimizing the power visibility that

changes the role of clients-consultants to become colleagues for teachers and school supervisors is done by group coaching in KKG and MGMP forums to solve problems in groups.

In addition, the coaching of curriculum development making, school development plans and student self-development plans, school administration, school work plan (RKS) and annual work plan (RKT), school work plan and budget (RKAS) and school action research training (RKAS) PTS) is an implementation of supervisory competence of supervisors managerial, as stated by Masyhud (2014: 104) that the school supervisor must have managerial supervision competence in the form of (a) fostering principals in implementing the administration of education unit covering student administration, curriculum and learning, educators and educational personnel, facilities and infrastructure, financing, finance, school environment and community participation; (b) motivating the career development of principals, teachers and other educational personnel in accordance with applicable rules and regulations; (c) describing various innovations and education policies to teachers and principals; (d) assisting principals in developing indicators of education quality success in schools.

Furthermore, supervisors succeeded in encouraging teachers and principals to foster a culture of literacy among students for 15 minutes before school hours and took place in the school environment into a good effort to encourage student learning motivation. Encouraging reading habits can be the entrance to develop student insight. This is in line with the opinion of Semiawan (2008: 27) that reading can enrich the experience, the development of reasoning power, creativity, self-understanding and others and can develop the personality of teachers, principals and students to always read in renewing insights and knowledge.

Teacher's coaching activities are directed for the improvement of teacher competence with learning paradigm that is designed with scientific nuance to achieve teacher learner. In a sense, teacher development is one form of business to improve the professional competence and sense of commitment of teachers in learning, as Suhardan (2010: 224) said that improving the ability of teachers will appear in the improvement of teaching activities that they do, because after getting coaching, teachers have a greater sense of commitment at the time of teaching.

However, the research findings indicate that there are still programs that have not been maximally run by the supervisors of remote senior high schools of Bima regency, especially the ones that are associated with assisting on the strengthening of uneven pedagogic competencies for all teachers and coaching on the use of an alternative learning approach based on contextually information seeking in responding to the obstacles of application of information-based learning and communication technology as the impact of the absence of electricity in schools, geographical condition, limited time, and beginner teachers with low competence so they require special assistance with long time limit.

CONCLUSIONS AND RECOMMENDATIONS

From the result of this study, it can be concluded that the followings are the performance of the supervisors of remote senior high schools of Bima regency; that (1) the supervisors have systematic working procedures, (2) the supervisors use varied techniques, (3) the supervisors apply the situational and flexible work behavior, (4) the supervisors have good quality of work,

and (5) the supervisors successfully manifest the documents and improve the competence of teachers and principals.

The recommendation of this research are that (a) there is the need to establish special expenses to support work program of supervisor, so that teachers and principals' self development can be done maximally, (b) there is the need for special allowances for remote supervisors, the procurement of teachers and principals homes in remote schools, (c) there is the need for coaching of paedagogic competence strengthening equally for teachers, because most of the remote Senior High School teachers in Bima district is beginner teachers with minimal experience, (d) there is the need for coaching of the use of contextual learning approaches in dealing with electricity shortages that hamper learning-based information technology and communication.

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