

Evaluation of Educational Supply Chain Management for Secondary School Supervisory Performance in Bengkulu City

Iswadi Idris*

*Education Management, High School of Indonesia Flight Science, Curug – Tangerang

Corresponding author: E-mail: iswadiidris919@gmail.com

Abstract—The purpose of this paper is to implement the philosophy of supply chain management in the current higher education environment so as to suggest innovative management ideas in higher education management. The objective of study is to find out the performance of senior high school supervisors in Bengkulu City regency Bengkulu Province that consists of: (1) composing supervisory planning, (2) carrying out the supervisory planning, (3) evaluating the implementation of the supervisory planning, and (4) guiding and training of professional teachers and school principals based on the supply chain management. The research was conducted in regencies and cities in central Bengkulu regency Bengkulu province. The subject of research is senior high school supervisor in Bengkulu City Bengkulu province (29 persons). The method of research is mixed method. The research design used Provus is Descrepancy Evaluation Models (DEM). The data were collected by using observation, interview, questionnaire and documents. The results of research shows that: (1) the performance of supervisors in composing plannings is very good category, (2) the performance of supervisors in carrying out supervisory planning is good category, (3) the performance of supervisors in evaluating the product of implementation of the supervisory planning is fair category, and (4) the performance of supervisors in guiding and training of professional teachers or school principals in Bengkulu City Bengkulu province is poor category.

Keywords; *performance, education, supply chain management, planning implementation, evaluation and training*

1. Introduction

Supply chain management is based on the idea that most every product that reaches an end user represents the cumulative effort of multiple organizations, collectively referred to as the supply chain. While supply chains have essentially existed since the start of business, the field of supply chain management, or logistics, has not been thoroughly studied until fairly recently. Constitution No. 14 of 2005 concerning Teachers and Lecturers about the knowledge of the development of teacher professionalism so that education is better quality. Being a teacher is a professional job. Competencies that require curriculum development are the duty of school supervisors, principals and teachers in accordance with the mandate of the 1945 Constitution.

There are five steps to develop teacher capacity through academic supervision, namely: (1) creating harmonious relationships, (2) analyzing needs, (3) developing strategies and media, (4) conducting

assessments, and (5) making revisions. A harmonious relationship between supervisor and teacher, all parties related to the development of teacher learning skills need clarity, and there is clarity of information for teachers and principals.

The juridical foundation for school supervisors includes: (1) Government Regulation of the Republic of Indonesia Number 19 of 2005, concerning National Education Standards; (a) Article 39 states that supervision of formal education is carried out by supervisors of education units, (b) Article 55 states that supervisors of education units include monitoring, supervision, evaluation, reporting and follow-up of the results of supervision, and (c) Article 57 stated, supervision covering managerial and academic supervision is carried out regularly and continuously by supervisors; (2) Minister of National Education Regulation No. 12 of 2007 concerning School/Madrasah Supervisory Standards; and (3) PP No. 74 of 2008 article 54 paragraph 8 workload of school supervisors at least 24 hours face to face/week, carrying out academic, managerial supervision and carrying out training/mentoring of teachers and principals.

The performance of supervisors is the work of both the quality and quantity of school supervisors including: (1) preparation of supervision planning, (2) implementation of supervision activities, (3) evaluating the results of the implementation of supervision, and (4) guiding and training professionals of teachers and/or principals indicated by: (a) quality of work, (b) timeliness of completion of work, (c) initiative in completing work, (d) ability to complete work, and (e) ability to foster collaboration with other parties.

As part of efforts to monitor the quality of education, it is necessary to evaluate the performance of supervisors. Evaluator performance evaluations tend not to have been done by policy makers so it is urgent to do so. The performance evaluation of school supervisors is intended to: (1) formulate criteria for performance assessment of supervisors, (2) conduct performance appraisals, (3) match performance appraisal results with criteria, and (4) prepare recommendations.

But the reality shows that the presence of supervisors is far from expectations. This condition can be seen in: (1) supervision that still tends to be not on time, (2) the implementation of supervisory activities that tend to be less in line with the stipulated, (3) tends to lack of effort of the supervisors to evaluate their work as a basis for planning reflection the following year, and (4) the tendency of lack of supervisors to conduct professional guidance to teachers and principals [1-10].

2. Literature Review

2.1. Evaluation Concepts

Evaluation is an activity that is often done in everyday life, when someone makes a plan and evaluates the results. Based on the results of the evaluation it is known whether the specified goals are achieved or not based on certain criteria. Evaluation is a systematic assessment to determine or assess the usefulness, effectiveness of something based on certain criteria of a program or activity.

At the beginning of its development evaluation is defined simply as an activity to assess an activity. [11] defines evaluation of "judging the worth or merit of something". Many further experts refer to the definition proposed by [12]. Furthermore, The Joint Committee's [13] defines evaluation "evaluation is the systematic assessment of the worth or merit object". This evaluation concept emphasizes that evaluation is a systematic investigation to determine the value or usefulness of an object being evaluated.

Ralph Tyler defines evaluation "evaluation is a process by which one matches initial expectations in the form of behavioral objectives with outcomes". Furthermore, it was stated that the evaluation process "the process of evaluation is essentially the process of determining the educational objectives, actually being realized by the program of curriculum and instruction". This understanding explains that the evaluation of the objective statement not only serves as a basis for the selection and learning experience of the organization, but also is a standard for the program being assessed.

While [3] stated that "evaluation is identification, clarification, and application of defensible criteria to determine an evaluation of the object value (worth of merit) in relation to those criteria". Another definition of evaluation put forward by [9]. "evaluation is the systematic assessment of objective merit, worth, probity, feasibility, significance and or equity". Evaluation is a systematic assessment that aims to make measurements to determine the level of achievement, value, honesty, feasibility, significance and or equity. Job evaluation related to assessment, relative demands of different jobs in the organization.

[9] defines evaluation as "job evaluation, which is a systematic employer." Job evaluation is a systematic process designed to help an enforcement in a different setting exceed the work under a worker. The culmination of a process assessment is a hierarchy of work showing its relative complexity and value to the organization.

In line with Daniel L. Stufflebeam, [11] defined the evaluation as: Job evaluation is concerned with assessing the relative demands of different jobs within an organization. Its usual purpose is to provide a basis for different rates of pay to different in-job requirements. It is therefore a tool that can be used to determine the determination of a pay structure. (ACAS 1984). Job evaluation related to the assessment of the relative demands of different jobs in the organization. It usually aims at providing a basis for differences regarding pay for work assignments [12]

Meanwhile [13] defines evaluation: "job evaluation is a systematic process for defining the relative worth or size of jobs within an organization in order to establish internal

relativities and providing the basis for designing an equitable grade structure." Performance evaluation is a systematic process to determine certain benefits or work sizes of an organization in the task of establishing internal relativity and being the basis for the design of the same level of structure, sorting the work in structure and managing relativity. This does not determine the level of payment directly. Performance evaluation can be analytical or not analytical. Based on job or role analysis, which guides the creation of job descriptions or work history.

In the same vein as Michael Armstrong, Stephen Pilbeam, Marjorie Corbrid defines: "job evaluation is a systematic, but not scientific, way of determining the relative worth of jobs within a graded pay structure by ranking jobs in a hierarchy". Performance evaluation is systematic but not knowledge, how to determine the specific value of a job in a row of salary structures with the order of work in the structure. The basis of the process being evaluated is the effect of a job and not the job held.

[14] argues that: "evaluation is the cornerstone for improving public health planning and is conducted for the purpose of making a judgment of a planning's worth or value." Evaluation is the foundation for improving the condition of public planning and is aimed at making decisions that planning is useful or valuable. Evaluation combines clear steps and explains the activities and evaluation process; initiatives and reasons evaluated; measure the need to assess inputs, outputs and results; and data collection methodology.

Through evaluation, information will be obtained as a basis for dealing with performance improvements. One technique that can be done is to do Monitoring and Evaluation. This system for monitoring and evaluation is used to measure the quantity, quality and targeting of goods and services-output (out-put) provided by the State and to measure the results and impacts of these outputs.

The standard in evaluating the evaluation performance according to Daniel Stufflebeam adopted from the Joint Committee (1988) is: (a) utility (useful and practical) aims to guide evaluation so that it is more informative, timely, and influential to be used in strengthening personnel performance and making decisions personal; (b) accuracy (technically appropriate), this standard requires the acquisition of technically accurate data and problem solving logically related to data; (c) feasibility (realistic and rigorous), the evaluation system is possible and easy to use, efficiency in terms of time and resources, sufficient funds to effectively maintain and improve evaluation and feasible in an environmental context; (d) propriety (done with legal and ethical), this evaluation standard requires legality, ethics by paying attention to fairness for the party being evaluated, the user is evaluated and served by the party being evaluated. This performance evaluation application has a positive impact on program development of supply chain management.

Based on the definition of evaluation put forward by experts, implicitly explained the existence of criteria used to determine the value and the existence of things that are assessed. So it can be said that evaluation is a search for information that is useful to assess the existence of a program, which is produced, has a procedure, goal or alternative program approach and is used to achieve the

program objectives that have been determined. Evaluation is also an activity of giving value to a phenomenon which contains certain value judgment.

2.2. Performance Concepts

Performance, which is often interpreted as performance, has more broad meaning. Not only stated as a result of work, but also how the work process took place. Performance is about what is done and how to do it.

In [4] stated that: "performance is an evaluation of a person's behavior: It involves determining how well or poorly a person has accomplished a task done a job". Performance is an evaluation of the results of one's behavior. This includes determining how well or lack of someone completing a task or work carried out.

Another opinion regarding the performance expressed by Armstrong's performance is measured in several dimensions in terms of the competencies required to achieve the target level of performance in particular jobs or a particular level in the organization. Performance is an evaluation of the results of a person's behavior: this involves determining how good or bad someone is in completing a task. The definition above adds that a person's performance is not only seen from the completion of the task but also must be evaluated for the behavior of the behavior. Thus, that performance is a reflection of someone's behavior at work.

The same opinion was expressed by [2] namely: "job performance is formally defined as the value of the set of employee behaviors that contribute, either positively or negatively, to organizational accompaniment". Performance is the value of achieving organizational goals. Definitions [2] explained that performance is not only composed of positive behavior but also negative behavior that must be avoided for the achievement of organizational goals. Positive behavior must be improved while negative behavior must be eliminated.

The above opinion is supported by [7] who view broader performance. According to them "performance, another important individual-level outcome variable, is a some what broader concept. It's made up of all work-related behaviors. " Performance, the outcome variable for other important individual levels, is a broad concept. Performance is formed from all work-related behaviors. This definition illustrates how complex it is to assess a person's performance because it includes one's behavior in carrying out their duties.

[8] According to them "performance is in flared most directly by individual attributes such as ability and experience; organizational support such as resources and technology; and what they are doing ". Performance is influenced by individual attributes such as ability, experience; organizational support such as resources, technology; and one's effort or willingness to work hard.

While [6] states that performance is a result of work achieved by a person in carrying out a task that is charged to him based on skills, experience, sincerity, and time.

From the various descriptions of the above concepts can be synthesized. Performance is a set of values from the behavior of workers individually, divisions, departments to the organization as a whole which has a positive and negative impact on achieving goals.

2.3. Concept of School Supervisor Performance

Supervision is a general process of standard standards in achieving organizational goals, comparing actual implementation with standards and if there is a gap, improvements are needed to improve employee performance.

[8] controlling the process of measuring performance and taking action to ensure desired result". Supervision is the process of controlling the work performance and determining what decisions will be taken in the improvement efforts to achieve organizational goals. The most important thing in supervision is the effort of professional assistance to clients in an effort to achieve the goals of both individuals and groups.

Based on the above description of the theory, what is meant by the performance of school supervisors is the work quality both in quality and quantity of school supervisors include: (1) preparation of supervision planning, (2) implementation of supervision activities, (3) evaluation of the results of the implementation of supervision, and (4) guiding and training professionals of teachers and / or principals indicated by: (a) quality of work, (b) timeliness of completing work, (c) initiative in completing work, (d) ability to complete work, and (e) ability foster cooperation with other parties.

2.4. School Supply Chain Management in Supervisor Performance Evaluation Model

As schools continue to build their supply chain management courses, a new crop of graduating supply chain professionals may soon be steering the direction of business at global corporations like Apple and businesses throughout the globe. Performance not only focuses on the results but also on how the work process takes place, the researcher presents a performance evaluation model as presented by: [11] Model proposed by Malcom Provus.

The Discrepancy Evaluation Model Discrepancy model: initiated by Provus 1971. To evaluate something, we usually do comparisons. The discrepancy evaluation model shows the collection of ideas and procedures that are carried out in an effort to resolve constructive expectations. To assess a particular object, for example (human, motorbike or planning) must be compared to the standard. The standard we mean is a list, description, or representation of the quality or characteristics that must be possessed by an object that we will evaluate. An illustration of how it should be called a standard (S).

After considering the characteristics and objectives to be achieved from this performance evaluation, the authors choose the evaluation model of The Discrepancy Evaluation Model (DEM). The use of DEM, refers to the opinion of Provus (1971) that evaluation measures are organic, dynamic and grow together with change, and are interrelated and influence each other between components and sub-components [14].

3. Problem Identification

Based on the background of the problem and the research focus above then the research problems formulated regarding the supervision of school education include:

- a. What is the Performance of the School Supervisor in the supervision aspect of the City of Bengkulu?
- b. What is the Performance of the Secondary School Supervisor in the implementation aspect of supervision in the City of Bengkulu?
- c. What is the performance of the secondary school supervisor in the aspect of supervision evaluation in the city of Bengkulu?
- d. What is the performance of secondary school supervisors in the aspect of guiding and training professional teachers and / or school principals in the city of Bengkulu?

4. Methodology

This study aims to measure the performance of school supervisors, by knowing: (1) the quality of the work of school supervisors in formulating supervision, (2) the quality of the work of supervisors in carrying out supervision activities, (3) the quality of the work of supervisors in the results of supervision and (4) the quality of the work of the supervisors in guiding and issuing professional staff and / or principals.

The subject of this study was the Supervisor of Middle School in Bengkulu City in 2017. This research was conducted for 4 (four) months, starting from January to April 2017. In this study the survey method. Data collection uses two approaches namely quantitative and qualitative (mixed methods). Data retrieval in general with three types of instruments, namely: (1) checklist list, (2) question list, and (3) data recording.

5. Performance Evaluation

The research design was prepared using the Provus research design, adjusting it to the evaluation as follows: Based on the above design, research activities include: (1) determining the research subject, (2) setting standards and performance measurement methods, (3) identifying factual conditions, (4) performance measurement, (5) performance compatibility with standards, (6) performance: (a) good performance, how to maintain and improve, and (b) poor performance, take corrective action.

Research data was obtained from 20 secondary school supervisors. Based on the number of secondary school supervisors in the city of Bengkulu straight 29 people. Supervisory recruitment that allows it can be divided into three forms, namely: (1) pure eighthings, (2) mixed leveling, and (3) quantum leveling. The character of the supervisor's work can be divided into two, namely: (1) Supervisors with professional characteristics, and (2) supervisors with bureaucratic characteristics.

The following is a description of the research data which includes data about: Description of Research Findings About Performance of Supervisors in the Monitoring Planning Component: For components: (1) Preparing annual supervision planning shows a percentage of 97%, meaning that the performance of school

supervisors on this component shows very good categories. (2) The identity of the annual supervision plan shows a percentage of 95%, meaning that the performance of the school supervisor's component shows a very good category. (3) Introduction to annual supervision planning shows a percentage of 94%, meaning that the performance of school supervisors in this component shows a very good category. (4) Identification and results of annual supervision show a percentage of 94%, meaning that the performance of school supervisors in this component shows a very good category. (5) The annual supervision planning matrix shows a percentage of 90%, meaning that the performance of the school supervisors in this component shows a very good category. (6) Attachment of annual supervision activities shows a percentage of 90%, meaning that the performance of school supervisors in this component shows a very good category. (7) The teacher development matrix shows a percentage of 90%, meaning that the performance of the school supervisors in this component shows a very good category. (8) The school principal development matrix shows a percentage of 86%, meaning that the performance of school supervisors in this component shows a very good category. (9) The matrix for monitoring the implementation of the Eight National Education Standards shows a percentage of 84%, meaning that the performance of school supervisors in this component shows a very good category. (10) The teacher performance appraisal matrix shows a percentage of 78%, meaning that the performance of school supervisors in this component shows good categories. (11) The principal's performance appraisal matrix shows a percentage of 70%, meaning that the performance of school supervisors in this component shows good categories. (12) Preparing the semester supervision plan shows the percentage of 67%, meaning that the performance of the school supervisors in this component shows a good category. (13) Preparing Academic Supervision Plans (RPA) / Counseling Guidance Monitoring Plans (RPBK) and Managerial Supervision Plans (RPM) shows a percentage of 66%, meaning that the performance of school supervisors in this component shows good categories. (14) The instrument of supervision activities shows a percentage of 58%, meaning that the performance of the school supervisor of this component shows sufficient categories. and (15) Making a development research plan shows the percentage of 41%, meaning that the performance of the school supervisors in this component shows very poor categories. So that the performance of school supervisors in the aspect of preparation of supervision planning obtains a percentage of 83.33% in the very good category. The results are discussed based on the concept put forward by [9] description of Research Findings About the Performance of Supervisors in the Components of Implementation of Supervision: It can be seen that of the 6 (six) performance components in the implementation aspect of supervision there are several components that show the percentage that tends to vary. For components: (1) Implementing teacher training shows a percentage of 88%, meaning that the performance of school supervisors in this component shows a very good category. (2) Implementing the guidance of school principals shows a percentage of 88%, meaning that the performance of school supervisors in this component shows a very good

category. (3) Monitoring the implementation of the Eight National Education Standards (SNP) shows the percentage of 78%, meaning that the performance of the school supervisors in this component shows good categories. (4) Carrying out teacher performance appraisal shows a percentage of 72%, meaning that the performance of school supervisors in this component shows good categories. (5) Carrying out the performance evaluation of principals shows a percentage of 58%, meaning that the performance of school supervisors in this component shows sufficient categories. and (6) Carrying out development research shows a percentage of 34%, meaning that the performance of school supervisors in this component shows very poor categories. So that the performance of school supervisors in carrying out supervision activities obtains a percentage of 70.83% in the good category. The results are discussed based on the concept put forward by [9] description of Research Findings Regarding the Performance of Supervisors in the Monitoring Implementation Evaluation Component: It can be seen that out of the 8 (eight) components of the education supervisor's performance in the aspects of supervisory implementation evaluation there are several components that show the percentage that tends to vary. For components: (1) Evaluating the results of the implementation of teacher coaching shows a percentage of 79%, meaning that the performance of the school supervisors in this component shows good categories. (2) Evaluating the results of the implementation of school principal training shows a percentage of 77%, meaning that the performance of the school supervisors of this component shows good categories. (3) Evaluating the results of the implementation of the Eight SNP monitoring shows the percentage of 69%, meaning that the performance of the school supervisors of this component shows good categories. (4) Evaluating the results of the implementation of teacher performance appraisal shows a percentage of 59%, meaning that the performance of the school supervisor of this component shows sufficient categories. (5) Evaluating the results of the implementation of the principal's performance appraisal shows a percentage of 55%, meaning that the performance of the school supervisor's component shows a lack of category. (6) Evaluating the results of the implementation of the results of supervision at the district / city level shows a percentage of 53%, meaning that the performance of school supervisors in this component shows a lack of category. (7) Making a development research report shows a percentage of 53%, meaning that the performance of the school supervisor of this component shows a lack of category. and (8) Making annual supervision reports shows a percentage of 34%, meaning that the performance of school supervisors in this component shows a very lacking category. Thus, the performance component of school supervisors in evaluating the implementation of supervision receives a percentage of 56.25% in the sufficient category. The results are discussed based on the concept put forward by [9] description of Research Findings Regarding the Performance of Supervisors in the Teacher Professional Development and Research Component: It can be seen that out of the 15 (fifteen) components of school supervisor performance on aspects of mentoring and professional training of teachers / or

principals there are several components that show the percentage that tends to vary. For components: (1) Arranging teacher guidance and professional training planning in MGMP / KKG / MGP shows a percentage of 78%, meaning that the performance of school supervisors in this component shows good categories. (2) Preparing the planning for mentoring and professional training of principals in KKKS / MKKS shows a percentage of 75%, meaning that the performance of school supervisors in this component shows good categories. (3) Preparing planning for professional guidance and training of principals in the preparation of school plans, work plans, supervision and evaluation, school leadership and school management information systems (SIM) shows a percentage of 71%, meaning that the performance of the school supervisors shows good categories. (4) Arranging the planning of guidance for young supervisors and middle supervisors in carrying out the main tasks shows a percentage of 68%, meaning that the performance of the school supervisors in this component shows good categories. (5) Preparing the guidance and professional training planning for teachers and principals in action research shows a percentage of 67%, meaning that the performance of school supervisors in this component shows sufficient categories. (6) Implementing guidance and professional training of teachers in MGMP / KKG / MGP shows a percentage of 66%, meaning that the performance of school supervisors in this component shows good categories. (7) Carrying out the guidance and professional training of principals in KKKS / MKKS shows a percentage of 63%, meaning that the performance of the school supervisor of this component shows sufficient categories. (8) Implementing professional guidance and training of principals in the preparation of school planning, work plans, supervision and evaluation, school leadership and school management information systems (SIM) shows a percentage of 62%, meaning that the performance of school supervisors in this component shows sufficient categories. (9) Conducting guidance for young supervisors and middle supervisors in carrying out the main tasks shows the percentage of 61%, meaning that the performance of the school supervisors of this component shows sufficient categories. (10) Carrying out professional guidance and training of teachers and principals in action research shows the percentage of 39%, meaning that the performance of school supervisors in this component shows very poor categories. (11) Evaluating the results of mentoring and professional training of teachers in MGMP / KKG / MGP shows a percentage of 38%, meaning that the performance of school supervisors in this component shows very poor categories. (12) Evaluating the results of the guidance and professional training of principals in KKKS / MKKS shows a percentage of 37%, meaning that the performance of school supervisors in this component shows a very poor category. (13) Evaluating the results of the headmaster's professional training and training in the preparation of school planning, work plans, supervision and evaluation, school leadership and school management information systems (SIM) shows a percentage of 30%, meaning that the performance of the school supervisors shows very poor categories. (14) Evaluating the results of mentoring young supervisors and middle supervisors in carrying out the main tasks shows a percentage of 27%, meaning that

the performance of the school supervisors in this component shows very poor categories. and (15) Evaluating recommendations for development research shows a percentage of 24%, meaning that the performance of school supervisors in this component shows very poor categories. Thus, it can be concluded that the performance component of school supervisors in professional mentoring and training of teachers / or principals obtains a percentage of 53.33% of the less or lowest categories. The results are discussed based on the concept put forward by [4].

6. Conclusion

Based on the supply chain performance following results are concluded: 1). The supervisor's performance on aspects of the preparation of supervision planning in the City of Bengkulu is categorized very well with a percentage of: 83.33%; 2) The supervisor's performance on the aspects of supply chain management in the city of Bengkulu is categorized as good with a percentage: 70.83%; 3). The supervisor's performance in the aspect of supervision evaluation in the City of Bengkulu is categorized as sufficient with a percentage: 56.25%; and 4) Supervisor performance on aspects of guiding and training professionals of teachers and / or principals, categorized as poor with a percentage: 53.33%.

The evaluation results show that generally the performance of secondary school supervisors in the city of Bengkulu performs well, namely 66.47% performing well and 33.53% performing less. That means that 66.47% of performance needs to be improved and 33.53% of performance needs to be improved, with details: (1) aspects of supervision planning are in a very good category with a percentage of: 83.33%; (2) aspects of supervision implementation are in good category with a percentage of: 70.83%; (3) the evaluation aspect of the implementation of supervision is in the sufficient category with a percentage of: 56.25%; and (4) aspects of training and mentoring in the less category with a percentage of: 53.33%. From the results of the evaluation, it can be interpreted that: (1) aspects of supervision planning 83.33% of supervisory performance needs to be maintained and 16.67% of supervisor performance needs to be improved; (2) aspects of supervision implementation 70.83% of supervisory performance needs to be improved and 29.17% must be increased; (3) evaluation aspects of the implementation of supervision 56.25% must be increased and 43.75% must be increased; and (4) aspects of training and guidance 53.33% of supervisor performance must be improved and 46.67% must be improved.

In an effort to improve the performance of school supervisors, the following are recommended: (1) Screening of supervisory recruitment becomes an important element and determines the performance of supervisors, therefore it is necessary to strictly enforce supervisory recruitment, (2) To meet the needs of supervisory nets need to formulate criteria and operational standards for recruitment procedures for school supervisors in the City of Bengkulu. (3) Effective refreshments must be carried out periodically to improve the competence of secondary school supervisors; (4) There needs to be a strict separation between the main

duties as school supervisors and official activities (5) Implementation of supervisory duties in contact with various parties, for this reason supervisors should open themselves to the involvement of other parties in the effort to carry out supervision activities, (6) To provide assurance of supervisory services to schools, teachers and principals as well as other parties who concerned d With supervisory services, it is necessary to establish standards for operational procedures for supervisors in Bengkulu City, Bengkulu Province.

REFERENCES

- [1] Armstrong, Michael L. (2007). *Employee Reward Management and Practice Second Edition*. USA: Kogan Page London and Philadelphia.
- [2] Colquitt, A. Jason., Jeffery A. Lipine and Michael J. Wesson. (2009). *Organizational Behavior: Unproving Performance and Commitment in the Workplace*. New York: Mc Graw-Hill.
- [3] Fitzpatrick, Jody L. James R. S. Anders, Blainne R. Wothen. (2004). *Program Evaluating Alternative Approaches and Practical Guidelines*. New York: Pearson.
- [4] George, M. Jennifer., Gareth, R. Jones. (2012). *Understanding and Managing Organizational Behavior*. New Jersey: Pearson Education, Inc., Prentice Hall.
- [5] Harris, J. Muriel. (2010). *Evaluating Public and Community Health Programs*. USA: John Wiley & Sons, Inc.
- [6] Hasibuan. (2016, August 01). Kinerja. <http://id.wikipedia.org/wiki/Kinerja>.
- [7] Moorhead, Gregory., and Risky W. Griffin. (2010). *Organizational Behavior: Managing People and Organization 9th Ed*. Singapore: South Western, Cengage Learnig.
- [8] Schermerhorn, R. John., James G. Hunt, Richard N. Osborn and Mary Uhl-Bien. (2011). *Organizational Behavior 11th Ed*. New Jersey: John Wiley & Sons.
- [9] Stufflebeam, L. Daniel, George F. Mandaus, Thomas Kellaghan. (2002). *Evaluation Models Viewpoints on Educational and Human Services Evaluation Secon Edition*. New York: Kluwer Academic Publishers Dordrecht.
- [10] Rasooli, M., & Abedini, M. (2017). *The Relationship between Organizational Support and Job Satisfaction of Experts and Managers of Islamic Azad University of Qeshm and Subsidiaries* (International Units, Medical, Sama, Hormuz and Khamir). *Dutch Journal of Finance and Management*, 1(2), 42. <https://doi.org/10.29333/djfm/5818>
- [11] Arinin, E., Chelovenko, T., Dorzhigushaeva, O., Glagolev, V., Markova, N., Matushanskaia, I., ... & Vorontsova, E. (2019). RELIGION, SCIENCE AND 'RELIGIOUS EDUCATION' IN RUSSIA SIX REGIONAL PROJECTS. *European Journal of Science and Theology*, 15(4), 137-156.
- [12] Torrington, Derek., Laura Hall, Stephen Taylor . (2005). *Human Resource Management Sixth Edition*. England: Prentice Hall.
- [13] Murasheva, A. A., Stolyarov, V. M., Lomakin, G. V., Lepekhin, P. A., & Tarbaev, V. A. (2018).

Evaluate the use of farmlands encumbered with electric grid facilities: damage factors and solution approaches. *Opción*, 34(85-2), 677-705.

- [14] Laureano, R. M., Fernandes, A. L., Hassamo, S., & Alturas, B. (2018). Facebook satisfaction and its impacts on fundraising: a case study at a Portuguese non-profit organization. *Journal of Information Systems Engineering and Management*, (1).