

## IMPROVING TEACHERS' ABILITY IN CLASS MANAGEMENT THROUGH DEMONSTRATION METHODS AT SLB PELITA HATI PEKANBARU

Yasni

Supervisor School Outside Normal Pelita Hati Pekanbaru, Indonesia

[yasniriau@gmail.com](mailto:yasniriau@gmail.com)

### ABSTRACT

*This paper is based on the low teacher's ability to manage classes at SLB Pelita Hati Pekanbaru. It is seen from 1) there are some teachers who cannot manage student seats properly, 2) there are a number of classrooms that do not have study schedules, class plans, and so on, and 3) there are some classes whose atmosphere is less orderly, which can be seen from the classes whose are not orderly and noisy during the learning process. Based on the formulation of the problem, the purpose of the research is, therefore, for knowing teachers' ability in managing classes and to be improved through the demonstration method at SLB Pelita Hati Pekanbaru. The research uses the School Action Research design of the Kurt Lewin model. The main concept of PTS according to Kurt Lewin consists of four components, planning, action, observation, and reflection. Based on the description of data processing and discussion, it can be concluded that the teacher's ability in class management was obtained in the first cycle at 56% in the good category and in the second cycle it increased to 87% in the good category. It means that the application of the demonstration method for increasing teachers' ability to manage classes at SLB Pelita Hati Pekanbaru works.*

**Keywords:** teachers' ability, demonstration method, management class

## MENINGKATKAN KEMAMPUAN GURU DALAM PENGELOLAAN KELAS MELALUI METODE DEMONSTRASI DI SLB PELITA HATI PEKANBARU

### ABSTRAK

Tulisan ini dilatarbelakangi oleh rendahnya kemampuan guru dalam pengelolaan kelas di SLB Pelita Hati Pekanbaru. Hal ini diketahui dari 1) adanya sebagian guru yang tidak dapat mengelola tempat duduk siswa dengan baik, 2) adanya sebagian ruang kelas yang tidak memiliki jadwal belajar, denah kelas dan sebagainya, dan 3) adanya sebagian kelas yang suasananya yang kurang tertib, yang terlihat dari adanya kelas yang tidak tertib dan ribut saat pembelajaran. Sesuai dengan perumusan masalah, maka tujuan penelitian adalah untuk mengetahui apakah kemampuan guru dalam pengelolaan kelas dapat ditingkatkan melalui metode demonstrasi di SLB Pelita Hati Pekanbaru. Penelitian menggunakan desain Penelitian Tindakan Sekolah model Kurt Lewin. Konsep pokok PTS menurut Kurt Lewin terdiri dari empat komponen yaitu perencanaan (*planning*), tindakan (*acting*), pengamatan (*observing*), dan refleksi (*reflecting*). Dari uraian pengolahan data dan pembahasan, didapatkan kesimpulan bahwa kemampuan guru dalam pengelolaan kelas didapatkan pada siklus I sebesar 56% dengan kategori baik dan pada siklus II meningkat menjadi 87% dengan kategori baik. Artinya bahwa penerapan metode demonstrasi untuk meningkatkan kemampuan guru dalam pengelolaan kelas di SLB Pelita Hati Pekanbaru dikatakan berhasil.

**Kata Kunci:** kemampuan guru, metode demonstrasi, pengelolaan kelas

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### INTRODUCTION

One of the effective strengths in school management that plays a responsible role in dealing with these changes is the leadership of a school principal, who must be able to initiate new thinking in the process of interaction in the school environment by making changes according to development demands. A school principal is a person who is truly capable of being

a leader and an innovator (Rosyada, 2016). Therefore, the leadership quality of the principal is significant as the key to school success. In carrying out its various duties, every school principal certainly does not have the same abilities, both in terms of managing school management or in the personal abilities of the school principal. Supervision activities or

supervision techniques which are competencies that must be possessed by a school principal have not yet received a proper part in the agenda of a school principal's activities. Even though this supervision is very supportive for the development of educational staff, namely teachers in school organizations (Mukhtar, 2015). The school in achieving the vision and mission of education needs to be supported by the ability of the principal to carry out his leadership. Even though the appointment of school principals is not done haphazardly, even appointed from teachers who are experienced or may have served as vice principal for a long time, this does not in itself make the principal become professional in carrying out his duties. Various cases show that there are still many school principals who are fixated on administrative matters. In practice, the principal's job is hard work, which demands extra abilities. Principals must be able to carry out their work as educators, managers, administrators, supervisors, leaders, innovators, and motivators (Oktarina, & Rahmi, 2019).

The main activity of education in schools is to make student education better. With fun learning activities will make students more interested and can improve learning outcomes. The principal is responsible for supervising the work carried out by education personnel. Danim and Khairil (2011) who said that educational supervision is often interpreted as an effort to improve the quality of processes and learning outcomes through professional guidance by school supervisors. Professional guidance in question is to provide opportunities for teachers to develop professionally in carrying out their main tasks, namely to improve and improve the learning process. If supervision is carried out by the school principal, then he must be able to carry out various supervision and control to improve the performance of educational staff. This supervision and control is a control so that educational activities in schools are directed towards the goals that have been set. Supervision and control are also preventive measures to prevent educators from committing deviations and being more careful in carrying out work (Suhardiman, 2012).

The principal is a leader, agent of change, mover, innovator and facilitator from existing sources in the madrasa. One important factor that determines the level of quality of education and school effectiveness is the leadership of the school principal. The meaning of leadership is not only taking the initiative, but also implies managerial ability, namely the ability to organize and place things according to their place. One of the principal's duties is classroom management. Classroom management is an activity that refers to activities that create and maintain optimal conditions for the learning process to occur (coaching "reports", stopping student behavior that diverts class attention, giving rewards for timely completion of assignments by setting productive group norms, and so on) (Marulloh, 2016).

Basically, classroom management problems can be grouped into two categories, namely individual problems and group problems. The classroom management actions of a single teacher will be effective if he can correctly identify the nature of the problem at hand, so that in turn he can choose the right strategy as well. Classroom management has an important meaning for a class teacher, because by managing the class well in this case it will make it easier for the class teacher himself to develop all the potential that exists in the students in the class, and so does managing the class it will be known to students which ones need specific guidance and direction. The ability and competence of teachers in classroom management is highly expected to improve the quality of learning. Because the existence of classroom management will be very helpful in class development in particular so that students' learning processes and results can be improved optimally (Mardhiah, Yusrizal & Usman, 2014).

By examining the concept of classroom management, studying various management approaches and trying them out in various situations and then analyzing them, it is expected that teachers will be able to manage the teaching and learning process in a systematic manner. Favorable conditions in the classroom are the main prerequisites for an effective teaching and learning process to occur. Kunandar (2007)

revealed that being a professional teacher regarding classroom management that supports the achievement of higher quality learning objectives aims to 1). Identify learning atmosphere disorders both individually and as a group, 2). Mastering classroom management approaches, 3). Preventing and overcoming class atmosphere disturbances with the right approach, and 4). Carry out the correct class administration. From the background of the problem and in accordance with the facts on the ground at SLB Pelita Hati Pekanbaru, the following symptoms or phenomena were found: 1) There were some teachers who could not manage student seats properly, 2) There were some classrooms that did not have study schedules, class plans and so on, 3) There are some classes where the atmosphere is less orderly, this can be seen from the existence of classes that are not orderly and noisy during learning. The phenomenon that often occurs is that teaching staff, especially at SLB Pelita Hati Pekanbaru, have not met the qualifications as competent teachers, especially with regard to classroom management. The teacher's ability to develop the learning materials being taught is also adjusted to how the teacher uses the method in learning so that students are interested and active in the learning process. The right method makes students feel interested in what is learned. Students are more enthusiastic about learning when teachers can provide learning using methods that are easily accepted (Suprpto, 2015).

One good method is the demonstration method by teaching where a teacher shows, shows a learning process so that all students in the class can see, observe, hear maybe grope and feel the process shown by the teacher. With demonstrations, the process of students' acceptance of the lesson will be more deeply impressed, thus forming a good and perfect understanding. Students can also observe and pay attention to what the teacher shows during the lesson (Roestiyah, 2012). Roestiyah (2001) that the demonstration method is a way of teaching in which a teacher shows, shows a learning process so that all students in the class can see, observe, hear maybe grope and feel the process shown by the teacher. The purpose of this demonstration is

to see that the process of students' acceptance of the lesson will be more memorable in depth, so as to form a good and perfect understanding. Students can also observe and pay attention to what the teacher shows during the lesson.

## REASERCH METHOD

This type of research is School Action Research (PTS) located at SLB Pelita Hati Pekanbaru, which is aimed at teachers. The main reason is from the results of observations and information from teachers, that the teacher's ability to manage classes is still lacking. The place of research is at SLB Pelita Hati Pekanbaru. When this research was conducted in March 2022. The population in this study were all teachers at SLB Pelita Hati Pekanbaru, totaling 9 people. This research consisted of 2 cycles, while each cycle was carried out in 2 meetings. The Kemmis and Mc model research design. Taggart, as for the stages passed in school action research, namely action planning/ preparation, action implementation, observation, and reflection (Arikunto, 2002). Data collection techniques through observation and interview techniques. Data were analyzed quantitatively and presented in tabular form.

## Data collection technique

Observations to find out the teacher's ability to manage classes involve: classroom arrangement, student seating, list of books, list of items, stationery, visual aids or media, class displays, class rules, list of class punishments, list of class pickets, provision of boards student absences, arrangement of lesson lists, class organizational structure.

## Data analysis technique

The data analysis technique in this study is to use the percentage formula (Sudijono, 2004) as follows:

$$P = \frac{f}{n} \times 100\%$$

Information:

f = Frequency that is being sought percentage

n = Number of Cases (number of frequencies/number of individuals)

P = Percentage number

100% = Fixed Number

## RESULTS AND DISCUSSION

### A. Cycle I Activities

#### a. Planning

In the planning or preparation stage of this action, the steps taken are as follows:

- 1) Setting operational goals
- 2) Make worksheets and arrange teacher worksheets to find out the teacher's ability to manage the classroom.
- 3) Prepare a format for observing the learning process which consists of situations of teaching and learning activities, teacher activeness in learning.
- 4) Prepare a teacher's ability measurement sheet in managing the class.

#### b. Action Implementation

In carrying out the planned actions were not fully realized. Because not all the tools and materials needed for the demonstration to take place can be available. It takes a lot of time, both preparation time in terms of preparing tools and materials as well as time for carrying out demonstrations. In addition, no less important is the formulation of appropriate instructional objectives which also affect the successful implementation of the implementation of the demonstration method. Requires a large enough area, if the narrow playing area becomes less free. Often the other classes were distracted by the players and the audience who occasionally clapped and so on. The researcher changed the original plan in determining the outline of the steps to be taken. By first explaining the learning method to be implemented, the next step is for the facilitator or researcher to

determine the outline of the steps to be implemented. Participants learn the steps to be carried out, participants with the guidance of the facilitator discuss the tools and materials needed.

In this way, it is hoped that the participants will have the courage to try to demonstrate how to manage the class properly. The role of the researcher is to provide motivation to improve the attitude and interest of the participants in the ongoing learning process. Besides that, in order to provide guidance and help participants to be able to participate in demonstrating it with their respective abilities.

#### c. Observation

In carrying out demonstrations brought by researchers for the first time in cycle I, it was seen that an achievement of 54% of all aspects was observed and assessed. This means that it still requires repetition in the next cycle because it is not very satisfying. The results of research observations on the activities of researchers or facilitators who at that time provided direction will be described in table 2 below. In general, when explaining teaching materials, participants seemed interested because in explaining the material the researchers immediately gave an example of the real things experienced by the participants. However, the participants have not been able to pay attention to the researcher in determining the topic and what will be achieved in the demonstration. The participants were also not used to paying attention to the researcher when explaining the main steps of the demonstration. This is what causes the low ability of teachers in classroom management. Details can be seen in table 2 below:

**Table 1. Researcher Activities in Cycle I**

No	Implementation of Activities	Amount			Score
1	Very perfect	0	x	5	0
2	Perfect	2	x	4	8
3	Almost perfect	3	x	3	9
4	Not perfect	5	x	2	10
5	Not implemented	0	x	1	0
Amount		27			
Classification		Simply perfect			

Source: research processed data, 2022

Based on Table 1. it is known that the teacher's activities in cycle I are classified as "fairly perfect" with a score of 27. In applying the demonstration method the researcher has carried out "perfectly enough". This is in accordance with the results of observations where research activities get a score of 25 in the range 20.8 – 27.1, which is quite perfect. The success or failure of applying the Demonstration method is closely related to the activities of researchers during the learning process. The results of observing the activities of these researchers when analyzed further and discussed with the observer found several weaknesses as follows:

- a. In setting the topic or problem as well as the goals to be achieved by researchers are still imperfect.
- b. Lack of preparation of the tools needed in the demonstration
- c. The researcher 's efforts were imperfect in inviting the participants to take part in the implementation of the demonstration in front of the class
- d. researchers did not motivate participants to be active in paying attention to demonstrations
- e. the researcher motivated the participants to ask questions in relation to the material being demonstrated which was not perfect
- f. the researcher motivated the participants to actively discuss in connection with the material that was demonstrated to be imperfect

The role of the researcher is to provide motivation in order to increase the attitude and interest of the participants towards the ongoing learning process. In addition, the researcher provided guidance and helped the participants to clarify the problems presented.

#### **d. Reflection**

Paying attention to the description of the learning process presented above and the teacher's ability in class management, then based on the results of the discussion by researchers and observers regarding the improvement of learning in the first cycle, there are several learning strengths and weaknesses including:

- 1) Researchers are still not proficient in applying the Demonstration method .

- 2) Learning management by researchers is in accordance with the stages contained in the scenario. However, the application of the Demonstration method in the teacher's learning process still experiences several weaknesses, especially in the several aspects previously mentioned.
- 3) The teacher's ability to manage the classroom after improving learning is better, when compared to the teacher's ability to manage the class before the action.

At first the actions taken by the researcher still confused the participants. Especially when guiding participants in demonstrating classroom management. Previously some participants became nervous and confused so they could not think quickly. The role of researchers in guiding participants is still needed to convince themselves to share. Based on the above it is necessary to hold the next cycle. Weaknesses that need to be overcome from the first cycle are: 1) the teacher's understanding of the determination of topics and objectives as well as the preparation of the tools needed in applying the demonstration method. 2) determine the outline of the steps to be carried out. 3) researchers must provide more motivation to all participants to foster confidence that they are able to carry out demonstrations in front of the class. The aspects carried out by the researcher above are still classified as moderate or good enough, thus affecting the success of this research. For that researchers need to make improvements in the next cycle.

### **B. Cycle II Activities**

#### **a. Planning**

Based on the results of reflection on the first cycle that has been carried out, the researcher plans several things, namely: 1) the researcher learns to better understand the application of the Demonstration method , while still paying attention to the characteristics of the participants. 2) determine the outline of the steps to be carried out. 3) The teacher needs to motivate other participants to grow self-confidence. Specific guidance given is to pay special attention, provide more relevant examples, ask what difficulties are encountered in carrying out demonstrations.



### b. Action Implementation

In the learning process of cycle II, the researcher first motivated the participants by announcing the participants got an Aplus score at the end of the first cycle or at the second meeting. Furthermore, the researcher gives praise to those whose grades are good and encouragement to those who are not good. As in the first cycle, at each meeting the researcher asked questions to be answered by the participants. Researchers provide opportunities for participants to dare to express their opinions. Participants who were previously known to have less competence were given individual guidance. Researchers provide stimulation with questions or indirectly provide

answers to the questions they ask the participants. The researcher also exemplifies the implementation of demonstrations related to the teacher's ability to manage the class.

### c. Observation

As in the first cycle, observations are based on two things, namely; 1) The results of direct observations made by researchers and colleagues to find out the activities of researchers in applying the Demonstration method , and 2) the ability of teachers in class management. 3) Observations obtained by the teacher. The results of observations in cycle II showed a good increase in teacher activity in cycle I.

**Table 2. Researcher Activities in Cycle II**

No	Implementation of Activities	Amount			Score
1	Very perfect	6	x	5	30
2	Perfect	4	x	4	16
3	Almost perfect	0	x	3	0
4	Not perfect	0	x	2	0
5	Not implemented	0	x	1	0
<b>Amount</b>		<b>46</b>			
<b>Classification</b>		<b>Very perfect</b>			

Source: Research processed data, 2022.

As for the activities of researchers in using the demonstration method , if in cycle I the researcher has done it "perfectly enough". The results of observing the activities of researchers in cycle II showed an increase with a score of 46 with Very Perfect criteria . Improvement of Demonstration Methods conducted by researchers had a good impact on the teacher's ability to manage the class.

### d. Reflection

Based on the data obtained from the observations, it can be concluded that all activities in the application of the demonstration method carried out by researchers have experienced developments in 2 cycles. Thus there is no need

for the next cycle of activities because according to the researchers the expected competencies have been achieved with good grades.

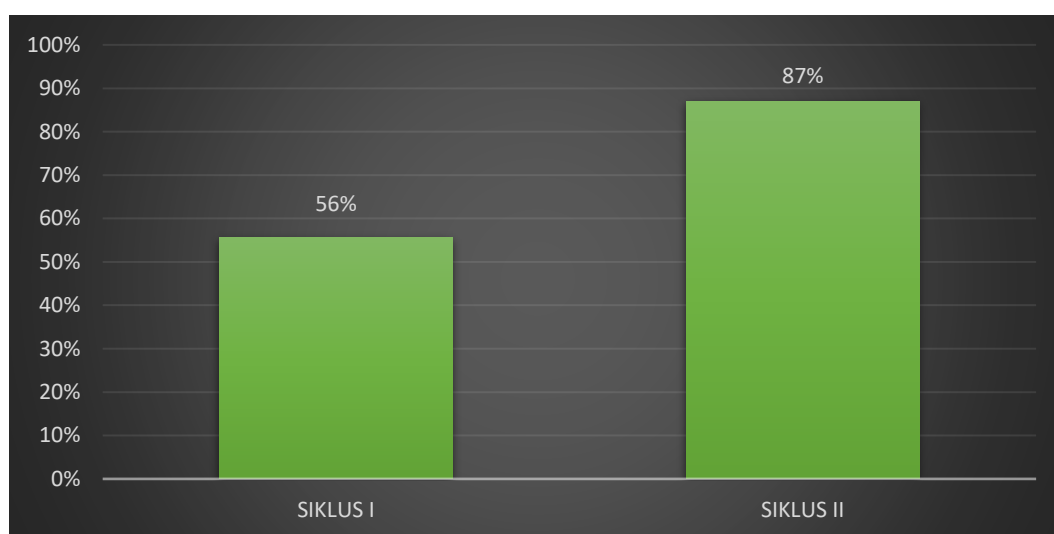
The results of the research in cycle I showed that the aspect of teacher ability in class management in cycle I had not yet reached the set mastery indicators. This indicates that the academic supervision provided by researchers still needs better planning by taking into account the strengths weaknesses that have been identified in cycle I as the basis for improvement in cycle II. Improvements in the delivery of material by researchers who are also facilitators also have implications for improving teachers' abilities in classroom management .

**Table 3. Comparison of teachers' abilities in classroom management  
In Cycles I and II**

KET	CLASS MANAGEMENT	CATEGORY
CYCLE I	56%	good
CYCLE II	87%	Very good

In the aspect of the teacher's ability in class management, it was found that in the first cycle it was 56% in the good category and in the

second cycle it increased to 88% in the good category. To be more clear, it can be seen in the following diagram.



**Figure 1. Comparison of teacher's ability in classroom management  
In Cycles I and II**

## Discussion

The increased activity of implementing the demonstration method from cycle I to cycle II has implications for the teacher's ability to manage the classroom. Thus, if this success has been achieved, there is no need for the next cycle. Activities in learning are needed because in principle learning is doing to be able to change behavior as a result of learning (Kusuma & Aisyah, 2012; Wijiasih, 2017). With students being actively involved in each stage of learning, it will certainly have an impact on good learning outcomes as well. As an important role holder, teachers are required to master various teaching approaches and skills in using visual aids (Utami, 2013). Then it is necessary to apply learning methods. Method Learning is a way and effort

that is done by someone in implementing something learning that is displayed practically (Marhayani & Wulandari, 2020).

Teachers can transfer knowledge to students by using learning models. With a variety of learning models that exist today, teachers can use them to create a classroom atmosphere fun for students. The use of learning models that are not in accordance with the circumstances of a school will have an impact on the success of students understanding the concepts being studied (Juleha, Khuzaemah, & Cahyani, 2014). This means that the teacher as a facilitator who manages the class in the learning process has a stake in determining the quality of education. The consequence is that the teacher must prepare (plan) everything so that

the learning process in the classroom runs effectively (Masnah, 2018).

Adawiyah (2019) argues that the demonstration method is a way of presenting lessons by demonstrating or demonstrating to students a particular process, situation, or object being studied, either actual or imitation, which is often accompanied by an oral explanation. With this demonstration method, the process of student acceptance of the lesson will be more deeply impressed, thus forming a good and perfect understanding. In this case also seen from student learning outcomes, teachers must also have the ability to evaluate how student learning outcomes are achieved. Activities evaluating student learning outcomes will provide feedback in considering the effectiveness and efficiency of the learning process carried out (Ananda, 2017). Overall the ability of teachers is increasing by using educational supervision, with increased teacher abilities can also improve the quality of education. Quality schools begin with a shared commitment to the quality of education by schools, administrators, teachers, staff, students and parents in the school community (Ngalim, 2014).

Teacher is a profession whose position or work requires special expertise. As for the task teacher as a profession, including educating, teaching and training. Educating means developing the values of life, teaching means continuing and developing knowledge knowledge and technology, while training means developing students' skills (Kurniasih, 2017). This is related to the teacher's ability to include knowledge, *skills*, and *attitudes* that must be owned, internalized, and mastered by the teacher so that he is able to carry out tasks in the learning process (Shabir, 2015).

## CONCLUSIONS AND RECOMMENDATION

From the description of data processing and discussion, it can be concluded that the teacher's ability in class management was obtained in the first cycle by 56% in the good category and in the second cycle it increased to 87% in the good category. This means that the application of the demonstration method to improve the ability of teachers in class

management at SLB Pelita Hati Pekanbaru is said to be successful.

Based on the research findings above, and bearing in mind that the Application of the Demonstration Method to Improve Teacher Ability in Class Management at SLB Pelita Hati Pekanbaru, it is suggested that there is a need to increase these activities in the future. In this regard, it is suggested to various parties to follow up on the results of this research. For school supervisors to improve teachers' abilities in classroom management it is necessary to provide training and assistance to improve the quality of education, education and training for teachers is necessary and must be carried out to improve teachers' abilities in classroom management.

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