

THE IMPLEMENTATION OF SCHOOL PRINCIPAL ACADEMIC SUPERVISION IN CURRICULUM LEARNING 2013 (K13)

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ABSTRACT

This study aims to: know the school principal's understanding of academic supervision in learning K13, know the implementation of academic supervision in learning K13, know the obstacles faced by the school principal in implementing academic supervision K13, and know the opinion of the school principal for the future improvement. The research method is descriptive quantitative. This research was conducted in SMP Negeri 1, SMP Negeri 2, SMP Negeri 3 and SMP Negeri 7 located in Samarinda City. The object of research were the junior high school teachers and school principals. Data collection techniques: focused group discussion (FGD), interviews, questionnaires, and documentations. Data analysis technique used percentage model, while the measurement used likert scale which had been modified. The results showed: (1) understanding of school principal about academic supervision in learning K13 in SMP Negeri as Samarinda city classified as "**good**". (2) implementation of school principal academic supervision in learning K13 is "**good**"; (3) obstacles faced by the school principal in implementing academic supervision on learning K13 are: the teacher difficulties in determining the media in accordance with teaching and learning activities, difficulty in applying project-based and problem-based learning methods, and difficulty in conducting the assessment; (4) the school principal's opinion for the future improvements include: providing education and training on a regular and continuous basis, trying to complement the lack of facilities and infrastructures, simplified valuation process.

Keywords: Academic Supervision, School Principal, Curriculum 2013.

INTRODUCTION

Education is a conscious and well-planned effort to create an atmosphere of learning and learning process so that learners actively develop their potential to have spiritual power, self-control, personality, intelligence, noble character, as well as skills needed for themselves, society, nation and state 1 of Law Number 20 Year 2003).

One of the important and strategic factors in improving the quality of education is the teacher, because the teacher is the leading implementer in the educational process that directly confronts the learners. While other teachers still face many obstacles in implementing their profession as a teacher, especially in the implementation of the 2013 curriculum, such as: difficulty in determining appropriate media with teaching and learning activities, difficulty in applying project-based learning methods and problems, and difficulty in doing assessment, Warman, 2015: 78). If it is not immediately solved, it will be an inhibiting factor in efforts to improve the quality of education.

Related to these problems, the school principal as an educator in the school which has a duty in the field of supervision, where the Director General of Quality Improvement of Educators and Education Personnel of the Ministry of National Education (2007: 4), emphasized that the task in the supervision field is the school principal's duty related to teacher development for improvement of teaching . To be able to carry out the task, the school principal should have a number of competencies, such as competence: (a) personality, (b) managerial, (c) entrepreneurship, (d) supervision, and (e) social competence. According to Wakawiambang in Irra Syafmawati, (2013: 2), the competence of supervision is the ability, skill and ability of the school principal in providing guidance to the teacher to improve the professionalism of the teacher.

Implementation of academic supervision by the school principal on the learning curriculum 2013 is important to know, so that various obstacles faced immediately can be known and planned for the future improvement. But until now, research on the implementation of school principal academic supervision in learning curriculum 2013 is still not much done. Based on the analysis of the situation, the authors are interested to conduct research on "the implementation of school principal academic supervision in learning curriculum 2013 in Junior High School in Samarinda City".

FORMULATION OF THE PROBLEM

Based on the description of the situation analysis above, research problem are firstly, how is the school principal's understanding of academic supervision in the 2013 curriculum learning at Samarinda City Middle School?, second, how is the implementation of academic supervision in the 2013 curriculum learning at Samarinda City Middle School?, third, what obstacles do school principals face in implementing the academic supervision of the 2013 curriculum, and finally, what are the opinions of school principals and teachers for the future improvements in overcoming these obstacles?

RESEARCH PURPOSES

The purpose of this study are as follows: (1) describing the school principal's understanding of academic supervision in the 2013 curriculum learning at Samarinda City Middle School, (2) describing the implementation of academic supervision in the 2013 curriculum learning at the Samarinda City Middle School, (3) Knowing the obstacles faced by the school principal in implementing the academic supervision of the 2013 curriculum, (4) Know the opinions of school principals and teachers for the future improvements in overcoming obstacles.

LITERATUR REVIEW

Academic Supervision is an activity that help teachers to develop their skill in managing learning process which needed to achieve learning goals (Daresh 1989, Glickman, et al; 2007, Sergiovanni, 1987). The purpose of academic supervision are develop teachers competencies, develop curriculum, develop teachers' work group, and guide the Classroom Action Research (CAR) (Glickman, et al; 2007, Sergiovanni, 1987).

The main target of academic supervision are teachers' skills in planning learning activities, implementing learning activities, assessing learning outcomes,

utilizing learning outcomes to improve learning process, creating a pleasant learning environment, utilizing learning resource available, and improving learning the right interaction strategy, method, and technique, (Depdiknas Direktorat Tenaga Kependidikan (2010:17)

Academic Supervision by school principal in learning process covers academic supervision in learning process, learning implementation, and learning evaluation. Laws of Indonesian Republic number 41 of 2007 explain that academic supervision in learning planning covers the syllabus preparation and lesson plan that contain at least learning objectives, learning materials, learning resources, learning method, and outcome assessment. Academic Supervision in learning implementation covers: (1) introductory activities, which is preliminary activities in learning meeting that generate motivation, focusing student attention to actively participate in learning process and explaining the relation with previous lesson. (2) core activities, which is the learning process to achieve basic competencies, and (3) closing, which is activities that intended to close the learning activities that can be done with form of assessment and reflection also follow up to that moment. While academic supervision in learning evaluation including activities such as: (a) informing subject syllabus that covers assessment design and criteria in the first semester, (b) developing KD achievement indicators and choosing appropriate assessment technique, (c) developing instrument and assessment guide according to the chosen form and technique in assessment, (d) Implementing test, observation, assignment, (e) creating learning outcomes to see the progress of learning outcomes and learning difficulties of the students, (f) returning the result examination of the teacher and giving feed back, (g) utilizing learning outcomes to improve learning.

According to Abdul Majid (2006:193) assessment must be used as a process to measure and determine the achievement level of competencies and measure the effectivity of learning process. Thus, learning evaluation or assessment is needed in learning process.

METHOD

The research is descriptive quantitative method. The population of this research was all teachers of SMP Negeri in Samarinda city with 40 persons who have been training and applying Curriculum 2013. It used sampling technique by purposive sampling. Data collection techniques were focused group discussion (FGD), interview and questionnaire. FGDs were conducted early with the aim of solving common problems. Furthermore, an individual interview with the school principal was required to obtain data on the school principal's understanding of academic supervision in learning K13, the implementation of academic supervision in learning K13, constraints faced, and the school principal's efforts for future improvement. Questionnaires were aimed to assess the variables and percentage of questionnaires per indicator, ie: (1) the variable of academic supervision in the 2013 curriculum lesson plan, consisting of 25 questions, (2) academic supervision in the implementation of curriculum learning 2013 nine item questions, and (3) supervision academic in the evaluation of the learning curriculum 2013th six items of questions. The questionnaire results were analyzed by percentage (Suharsimi Arikunto, 2005). The measurement technique used Likert scale with the rating category was: very good given score 4, good 3, fair 2, poor given score 1, Sugiyono, (2014). It was analyzed descriptively, to describe the school principal's understanding of academic supervision in learning curriculum 2013, constraints faced by the principal in implementing academic supervision curriculum 2013, and describe the opinion of the school principal for improvement in the future.

RESULT AND DISCUSSION

1. School Principal Understanding About Academic Supervision in Learning Curriculum 2013 in SMP Negeri Samarinda City

Table 1 School Principal Understanding About Academic Supervision in Learning K13 in SMP Negeri Samarinda City

No.	School Principal Understanding	Acquisition Score	Ideal Score	Percentage (%)	Category
1.	Academic supervision on learning planning K13	2.960	4.000	74.00	Good
2.	Academic supervision on the implementation of learning K13	908	1.440	63.06	Good
3.	Academic supervision on evaluation of learning K13	546	960	56.88	Fair
Total		4.414	6.400	68.97	Good

Source: primer data, 2017.

The results of the research in table 1 indicates that the school principal's understanding of academic supervision in the learning of curriculum 2013 in SMP Negeri Samarinda city is categorized **good** (68.97%), school principal understanding of academic supervision on planning and implementation of learning K13 are both "**good**" 74.00%), and (63.06%).

The results are in line with the opinion of Marno and Triyo Supriyatno (2008: 33) that as a supervisor, the school principal should have the ability to prepare an education supervision program in his institution and can carry out well. It is also in line with Minister of National Education Decree No. 13/2007 on Principal / Madrasah Principles, that one of the school principals' duties is to carry out academic supervision which includes planning for academic supervision program in order to improve teacher professionalism, to supervise the teacher by using supervision approach and technique appropriately, follow up the results of academic supervision of teachers in order to increase the professionalism of teachers. From the regulation, as the school principal academic supervisor should master the academic supervision concept which includes: understanding, objectives and functions, principles, and dimensions of academic supervision and can implement the academic

supervision well in accordance with the intended purpose. This is in accordance with the statement of Marno and Triyo Supriyatno (2008: 33) that: the school principal as an educator, administrator, leader, and supervisor, is expected to naturally be able to manage educational institutions toward better development and can promise for better future.

While the school principal's understanding of academic supervision on the evaluation of learning K13 is classified as "poor" (56.88%). In this case, according to Marno and Triyo Supriyatno, (2008: 33) says that as a supervisor, the school principal should have the ability to prepare an education supervision program in his institution and can carry out well, able to carry out periodic supervision of both academic and clinical, and utilizing the results of supervision to improve the performance of teachers and employees, able to utilize the performance of teachers / employees for the development and improvement of education quality. Therefore, the school principal should further improve his competence mainly related to his role as a supervisor.

2. Implementation of Academic Supervision in Learning Curriculum 2013 in SMP Negeri Samarinda City

Table 2 Implementation of School Principal Academic Supervision in Learning K13 in SMP Negeri Samarinda

No.	Sub Variabel	Acquisition Score	Ideal Score	Percentage (%)	Category
1.	Academic supervision on learning planning K13	2.919	4.000	72.98	Good
2.	Academic supervision on the implementation of learning K13	908	1.440	63.06	Good
3.	Academic supervision on evaluation of learning K13	546	960	56.88	Fair

Total	4.373	6.400	68.33	Good
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Source: primer data , 2017.

Based on data analysis of the research results, the implementation of academic supervision by the school principal in the learning curriculum 2013 in SMP Negeri Samarinda city is good (68.33%). Implementation of principal academic supervision on planning and implementation of learning K13 is good, that is (72.98%) and (63.06%). The results are in line with the opinion of Lantip Diat Prasajo and Sudiyono (2011) that the planning of academic supervision has a very important position in the series of academic supervision process. The school principal academic supervision planning consists of several indicators, namely the academic supervision planning program; notebooks and academic supervision instruments; and academic supervision schedule. In Law No. 41 of 2007 explained that learning planning includes the preparation of syllabus and learning implementation plan (RPP) which contains at least the purpose of learning, teaching materials, learning resources, learning methods, and assessment of learning outcomes. Based on data analysis of the research results, the implementation of academic supervision of the school principal on the planning and implementation of learning K13 in SMP Negeri Samarinda is good.

The Regulation of Ministry of National Education number 13 Year 2007 regarding School Principal, one of the school principal's duty is to carry out academic supervision which includes planning academic supervision program in order to increase teacher professionalism, conduct academic supervision on teacher by using appropriate approach and supervision technique, follow up result academic supervision of teachers in order to improve the professionalism of teachers. As an academic supervisor the school principal should master the concept of academic supervision that includes understanding, objectives and functions, principles, and dimensions of academic supervision and can implement well in accordance with the intended purpose. This is in accordance with the statement of Marno and Triyo

Supriyatno (2008: 33) that the school principal as an educator, administrator, leader, and supervisor, is expected to naturally manage the educational institutions towards better development and can promise the future. School Principal Workbook (Ministry of National Education, 2011: 7-10) in Setyo Adi Wibowo (2014: 32) emphasized that the school principal's job as supervisor is to arrange supervision program, carry out supervision program, utilize supervision result including utilization of supervision result for improvement / / staff and utilization of supervision results for school development. Based on the research data, confirmed by the opinion, then in this case the school principal is required to better understand and improve self-competence, especially in his duties as a supervisor.

The implementation of the school principal's academic supervision on K13 learning evaluation is fair (56.88%). In the case according to Lantip Diat Prasajo and Sudiyono (2011) that the follow-up of the analysis results is the utilization of the results of supervision. The results of academic supervision need to be followed up in order to have a real impact on improving teacher professionalism. Follow-up academic supervision consists of several indicators, namely supervision of academic supervision and rewards and reprimands. The task of the school principal as a supervisor is to prepare the supervision program, implement the supervision program, utilize the supervision result which includes the utilization of the supervision result for the improvement / guidance of the teacher / staff performance and the utilization of supervision result for school development, School Principal Workbook (Ministry of National Education, 2011: 7-10) in Setyo Adi Wibowo (2014: 32).

3. Obstacles Faced by School Principal In Implementing Academic Supervision In Learning Curriculum 2013

Based on the research data, the obstacles faced by the school principal in conducting academic supervision in the curriculum 2013 learning are the teacher factors, learning facilities, school principals, and school supervisors. Teachers factor:

some teachers do not understand thoroughly about the curriculum 2013, teachers are slow to respond to new information, there are teachers who are reluctant to use props in teaching and learning, some teachers are not able to operate the computer, the assessment way is still less. Based on The Regulation of Ministry of Education and Culture No.81A Year 2013, teachers should be able to develop lesson plan (RPP) based on the basic principles of one of the interrelation and integration between CC (Core Competency) and BC (Basic Competency), learning materials, learning activities, assessment, and learning resources in a whole learning experience also adjust what is stated in syllabus with conditions in educational unit. Because, however ideally the curriculum is not supported by the teacher's ability to implement it, the curriculum will not be meaningful as an educational tool of Krissandi, (2015). Therefore, in the Curriculum 2013 teachers should be really prepared long before the 2013 curriculum is decided to be implemented in the education world in Indonesia. Learning facility for example: inadequate learning facilities, financial problems have not supported, counseling facility is still lacking, IT is incomplete. The school principal factors such as headmaster duty is very complex, not all principals master learning activities and all subjects. The results of this study illustrates that the competence of the school principal on the implementation of academic supervision on K13 including the less good category. On the matter, according to Marno and Triyo Supriyatno, (2008: 33) said that as a supervisor, the principal should have the ability to prepare an education supervision program in his institution and can carry out well, supervise the class periodically both academic and clinical supervision, the results of supervision to improve the performance of teachers and employees, able to utilize the performance of teachers / employees for the development and improvement of education quality (Marno and Triyo Supriyatno, (2008: 33) .Hence, the principal should further improve the competence, especially related to his role as supervisor. School supervisory factors such as: school supervisors rarely come and less direct, less aware of changes / revisions K13 especially on elements of

assessment, supervision time by supervisors unscheduled, less than optimal supervisor in guiding the teachers.

4. The School Principal Efforts In Overcoming Constraints

Efforts that have been done by the school principal in overcoming obstacles in conducting academic supervision, namely: calling teachers individually, holding meetings for deliberations to find out the solutions to the constraints faced, teachers who are less understanding of the material are asked to convey in the activities of the teachers groups, provide guidance on the importance of administration in the teaching and learning, conduct monitoring of teachers and performance evaluation, give reprimands to teachers who neglect to carry out their duties, provide workshops, supervise the representatives, prepare learning tools, teacher training through small groups in preparing learning tools , complete the facilities and infrastructure, improve the performance of teachers, organize the schedule of academic / class supervision, the teacher in charge of the seminar should be alternated, so that the teaching and learning process is smoothly the first grade teacher can go to class 2, teachers in various seminars and training upgrades and hold teachers groups two weeks once.

5. School Principal and Teacher Opinions For The Future Improvement

Efforts that can be done by the school principal in planning future improvements to improve the quality of education are: supervise should be done in representative, so that supervise can be reviewed and evaluated without the same schedule. School principals should be honest and make a correct assessments for improving the quality of education, teachers groups activities and teachers clusters should be carried out routinely, upgrading for teachers in improving the quality of teaching and learning evaluating teachers, socializing and conducting workshops.

CONCLUSION

Based on the results of research and discussions, this study can be concluded, as follows:

1. School principal understanding of academic supervision in learning Curriculum 2013 in SMP Negeri Samarinda city is classified as "good".
2. Implementation of school principal academic supervision in learning curriculum 2013 in SMP Negeri Samarinda is also "good". Implementation of school principal academic supervision in planning, and implementation of learning classified as "good", while implementation of school principal academic supervision in evaluation of learning K13 classified as "fair".
3. The obstacles faced by the school principal in conducting academic supervision are: (a) some teachers do not understand thoroughly about the curriculum of 2013, teachers are slow to respond to new information, some teachers are reluctant to use visual aids in teaching and learning, some teachers are unable to operate computers, the assessment way of the teacher is still lacking; (b) inadequate learning means, financial problems not support, counseling guidance still lacking, information technology (IT) is not complete; (c) the headmaster's activity volume is too high, not all school principals master learning activities and all subjects, K13 socialization from ministry to school principal is lacking, solid lesson schedule, academic supervision can not be done comprehensively, d) school supervisors rarely come and less direct, less aware of changes / revisions K13 especially on elements of assessment, supervision time by supervisors unscheduled, less than optimal supervisor in guiding the teachers.
4. UEfforts that have been done by the school principal in overcoming obstacles in conducting academic supervision, namely: discussions between school principals and teachers, asked the instructor K13, searching for the latest information via the Internet and new publications, follow the training, and conduct gradual assessment according to the understanding school principal and teachers, supervising teachers and performance evaluation, providing workshops,

supervising in representative, preparing instructional tools, managing supervision schedules, completing facilities and infrastructure and improving teacher performance, involving teachers in seminars and training teachers groups hold 2 weeks once.

5. The school principal's efforts in planning future improvements to improve the quality of education are: regular and continuous training, seminars and upgrading for teachers, simplified appraisal processes, adequate facilities and infrastructure, reactivation of Subject Teachers Consultative, monitoring and continuous evaluation after the training is completed, the supervision will be done by representation so that supervision can be reviewed and evaluated without the same schedule.

SUGGESTION

The researcher's suggestion to the school principal: (1) the school principal's understanding of academic supervision on K13 learning evaluation is "fair" therefore the school principal should improve his / her competence especially related to K13. (2) Implementation of school principal academic supervision on K13 learning evaluation is classified as "fair", therefore the school principal should improve the competency especially related to K13. (3) Before conducting academic supervision, the principal should convey the results of previous supervision so that the teacher can know the development of his ability in carrying out the learning. (4) School principals should implement instructional demonstration supervision techniques because they are important to improve teachers' capacity. (5) The school principal should consider the results of academic supervision of teachers in involving teachers in upgrading, seminars, workshops, lectures / studies and others. (6) There is a need for program priority for the continuous improvement of the professionalism of school principals and teachers through education and training, followed by regular monitoring to other schools. (7) Fellow teachers should motivate each other, cooperation between school principals, teachers and other educational developers so

that the educational process can be organized optimally.

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