Teacher Quality Improvement by Reinforcing Organization Support, Training Effectiveness, and Collaboration in B-Accredited Private Elementary Schools in Bogor Regency

Anna Budiatmi, Soewarto Hadhienata, M. Entang
Universitas Pakuan, Bogor, Indonesia

ABSTRACT

Teacher quality refers to the level of teachers’ capability in providing education for their students by taking into account the capability of each student. However, according to a pre-survey, teacher quality in B-accredited private elementary schools in Bogor regency was still considered low. This concern intrigued the researcher to formulate several new methods and strategies which could be implemented in order to improve teacher quality by identifying and developing certain affecting variables which included organization support, training effectiveness, and collaboration. This study involved 710 teachers from 73 B-accredited private elementary schools in Bogor Regency as the population. Proportional random sampling method was administered for this study while the samples were taken by using Slovin formula with the sampling error rate of 5%. The final samples were 256 teachers from 38 schools. The method of this study was quantitative method with SITOREM analysis. The results showed that there is a positive and significant relation between organization support and teacher quality with correlation coefficient (RY1) of 0.759 (strong), there is a positive and significant relation between training effectiveness and teacher quality with correlation coefficient (RY1) of 0.726 (strong), and there was a positive and significant relation between collaboration and teacher quality with correlation coefficient (RY1) of 0.591 (medium). These result implied that teacher productivity and quality can be improved by reinforcing the variables of organization support, training effectiveness, and collaboration. Based on SITOREM analysis from these research variables, there are sixteen indicators that need to be adjusted in order to improve teacher quality. On the level of priority, they are: 1) commitment to improve employees’ welfare, 2) work rewards, 3) contribution, 4) environmental circumstances, 5) cost effectiveness, 6) behaviours, 7) feedbacks, 8) organization results, 9) shared perceptions, 10) priority on common interest, 11) benefits, 12) interactions, 13) integrity, 14) creativity, 15) inspirations, and 16) professionalism. Meanwhile, some indicators that should be well-maintained include improvement on employee’s motivation, learning, honesty, and positive attitudes.

Keywords: Teacher Quality, Organization Support, Training Effectiveness, Collaboration

Introduction

Education greatly determines the level of progress and quality of a nation. The quality of education affects the quality of the nation. Developed nations usually have good education. Good education cannot be separated from the quality of good teachers. Therefore, teachers are a key factor in the quality of education and the progress of a nation. Teachers play a very strategic role, especially in shaping the character of the nation and developing the potential of students. The presence of teachers cannot be replaced by other elements, especially in our multicultural and multidimensional society, where the role of technology to replace the duties of teachers is minimal. Teachers have a very important role in determining the success of education. Professional teachers are expected to produce quality graduates. Teacher professionalism as the spearhead in curriculum implementation in the classroom needs attention (Depdiknas, 2005).

Based on the basic education data (Dapodik) of West Java Province, Bogor Regency in 2020, that in Bogor Regency there are 234 Private Elementary Schools, 114 A-accredited schools, 78 B-accredited schools,
5 C-accredited schools and 37 unaccredited schools.

Based on the data above, the quality of schools is still not optimal, so efforts need to be made to improve in that direction. There are many components to improve the quality and efficiency of education, including efforts to improve the quality of teachers in their profession. Teachers who have high quality will carry out their duties as well as possible. Work in accordance with the profession and are able to bring out all of their competencies to the fullest. For this reason, it is necessary to make efforts to improve the quality of teachers so that the goals of education in elementary schools can be achieved.

One of the quality of elementary school graduates can be determined by the quality of their learning. The better the quality of learning, the better the quality or the quality of the school. Teachers are responsible for this improvement. Teachers who have good quality will give their best ability to work so that the quality of learning will increase. Warih Jatirayahu wrote that teachers have a strategic position to improve education because teachers are the direct implementers of education and learning. Therefore, quality teachers are needed. Quality teachers have characteristics that can improve the quality of education, including how to develop self-quality, have integrity, develop knowledge according to their field and have skills according to their development. In the journal it is also said that Conducting discussions and collaborations among colleagues to improve their competence and ability.

The phenomenon that occurs in the field, the quality of private elementary school teachers in Bogor Regency still needs to be improved. This is shown from the results of a preliminary survey conducted on 2-6 March 2020 with respondents from private elementary school principals in Bogor Regency, showing:
1. There are 73% of teachers who have not been able to develop a positive attitude, namely the spirit to make changes towards a better standard of living.
2. 77% of teachers have not been able to demonstrate their integrity, especially in motivating and inspiring students.
3. 79% of teachers have not shown their professionalism in the teaching and learning process.
4. 81% of teachers have not been able to show their inspiration, especially creating new innovations in learning.
5. 71% of teachers have not shown their creativity in developing learning.

The results of this initial survey prove that the quality of teachers in Bogor district is not yet optimal. The facts from the results of the preliminary research indicate the need to improve the quality of private elementary school teachers in Bogor Regency. These indications indicate an increase in the quality of teachers. Many factors that can influence the improvement of teacher quality include training effectiveness, organizational support, collaboration, principal's leadership style, organizational culture, teacher skill development, curriculum, teacher work motivation towards school organization, making learning process scenarios, and student characteristics.

Based on the thoughts described above, it is necessary to conduct research to reveal the problem of teacher quality as the main variable which is of course linked to other variables that are thought to have a correlation with teacher quality.

This study aims to find strategies and ways to improve teacher quality through a study of the relationship between research variables, which are as follows:
1. Strength of the relationship between organizational support and teacher quality.
2. The strength of the relationship between training effectiveness and teacher quality.
3. The strength of the relationship between teacher collaboration and teacher quality.
4. The strength of the relationship between organizational support and training effectiveness together has a relationship to teacher quality.
5. The strength of the relationship between organizational support and teacher collaboration together has a relationship with teacher quality.
6. The strength of the relationship between the effectiveness of training and teacher collaboration together has a relationship with teacher quality.
7. The strength of the relationship between organizational support, training effectiveness, and teacher collaboration together has a relationship with teacher quality.
Method
In this study there are three independent variables and one dependent variable. The independent variables are Organizational Support (X1), Effectiveness of Training (X2) and Collaboration (X3), while the dependent variable is Teacher Quality (Y). To obtain research data, a measuring instrument (instruments) used is a questionnaire (questionnaire) which is compiled based on indicators on each research variable, namely a list of statements to respondents to be willing to provide answers according to the instructions of the researcher.

The correlation research design refers to the constellation of research variables as follows:

Information:

![Research Model Diagram]

X1 : Organizational support  
X2 : Effectiveness of training  
X3 : Collaboration  
Y : Teacher Quality

In the research constellation above, it is explained that the relationship between X1 and Y, the relationship of X2 to Y, the relationship of X3 to Y, the relationship of X1 and X2 together with Y, the relationship of X1 and X3 together with Y, the relationship of X2 and X3 together. -equal to Y, the relation of X1, X2 and X3 together with Y.

The population of this study were all private elementary school teachers in Bogor Regency who were accredited "B" with status as non-permanent foundation teachers (710 teachers) spread over three areas of Bogor Regency. The sampling technique in this study used multistage random sampling, by dividing the population from the Bogor Regency level to the regional level. Then from each region a sample is taken proportionally in the middle, namely 50% which is taken randomly by drawing lots. From the results of the draw, 38 sub-districts emerged which are affordable populations. The determination of the number of samples for the next study is to calculate the number of samples using proportional random sampling with the Slovin formula to obtain a sample of 256.

Statistical hypothesis is an estimate of the state of the population through sample data, so that in the statistics tested, if the null hypothesis (H0) states that there is no difference between the parameters and statistics (sample data), and if the hypothesis is greater than zero or is called the alternative hypothesis (H1), it states that there is the difference between parameters and statistics.

H1: there is a positive relationship between organizational support (X1) and teacher quality (Y).  
H2: there is a positive relationship between training effectiveness (X2) and
H3: there is a positive relationship between collaboration (X3) teacher quality (Y).

H4: there is a positive relationship between organizational support (X1) training effectiveness (X2) together with teacher quality (Y).

H5: there is a positive relationship between organizational support (X1) and teacher collaboration (X3) together with teacher quality (Y).

H6: there is a positive relationship between the effectiveness of training (X2) and teacher collaboration (X3) together with teacher quality (Y).

H7: means that there is a positive relationship between organizational support (X1) training effectiveness (X2) and teacher collaboration (X3) together with teacher quality (Y).

**Result and Discussion**

The analysis requirements test, namely the normality test and homogeneity test, have been carried out and the results state that the data is normally distributed and homogeneous. Then a hypothesis test will be conducted to determine whether the hypothesis proposed in this study can be accepted or rejected. The test results of the three hypotheses that have been proposed are as follows:

Table 1. Summary of Research Hypothesis Testing Results

<table>
<thead>
<tr>
<th>No</th>
<th>Correlation</th>
<th>Correlation Coefficient</th>
<th>Sig</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>tcount</td>
<td>ttable 5%</td>
</tr>
<tr>
<td>1</td>
<td>X1 and Y</td>
<td>ry1 = 0.759</td>
<td>18,591</td>
<td>1.65</td>
</tr>
<tr>
<td>2</td>
<td>X2 and Y</td>
<td>ry2 = 0.726</td>
<td>16,849</td>
<td>1.65</td>
</tr>
<tr>
<td>3</td>
<td>X3 and Y</td>
<td>ry3 = 0.541</td>
<td>10,254</td>
<td>1.65</td>
</tr>
<tr>
<td>4</td>
<td>X1 and X2 and Y</td>
<td>ry12 = 0.810</td>
<td>9,690</td>
<td>1.65</td>
</tr>
<tr>
<td>5</td>
<td>X1 and X3 and Y</td>
<td>ry13 = 0.791</td>
<td>14,797</td>
<td>1.65</td>
</tr>
<tr>
<td>6</td>
<td>X2 and X3 and Y</td>
<td>ry23 = 0.765</td>
<td>13,362</td>
<td>1.65</td>
</tr>
<tr>
<td>7</td>
<td>X1, X2 and X3 and Y</td>
<td>ry123 = 0.826</td>
<td>8,789</td>
<td>1.65</td>
</tr>
</tbody>
</table>

Organizational Support with very significant Teacher Quality. The contribution of the Organizational Support variable to Teacher Quality is reflected in the coefficient of determination of 0.575 or 57.5%, while the remaining 52.5% is influenced by other factors. The results of this study get the equation Ŷ = 18.523 + 0.859X1 can be used to predict the strength of the relationship between Organizational Support and Teacher Quality, where every 1 increase in Organizational Support scores can increase 0.859 Teacher Quality scores at
Improving the Quality of Teachers Through Strengthening the Effectiveness of Training.

The results showed that there was a very significant positive relationship between Training Effectiveness and Teacher Quality. Based on the results of research with hypothesis testing, it is known that the correlation coefficient between Effectiveness of Training and Teacher Quality ($r_{Y2}$) is 0.726 with the category having a strong relationship. The probability value of 0.000 < 0.05 then $H_0$ is rejected, so it can be concluded that the correlation coefficient is very significant. Thus, this study confirms that there is a very significant positive relationship between Training Effectiveness and Teacher Quality. The contribution of the effectiveness of training to teacher quality is reflected in the coefficient of determination of 0.526 or 52.6%, while the remaining 47.4% is influenced by other factors. The results of this study get the equation $= 33.153 + 0.757X2$ can be used to predict the strength of the relationship between Training Effectiveness scores and Teacher Quality scores at a constant 33.153. The results of this study are in line with the results of research submitted by Asrijal (2015) entitled The Effectiveness of the Training Center of the Ministry of Religion of South Sulawesi on the Quality of Islamic Education Teachers in Makassar City. Concluded that: there is an effect of training effectiveness on the quality of PAI teachers. The teacher is one of the professionals who plays an important role in learning activities. Teachers have the duty and responsibility to shape the character/character of the nation's generation through the development of the expected personality and values. Therefore, to fulfill these responsibilities, teachers are required to improve their professionalism. Teachers are the key to the success of an educational institution. By providing effective training, teachers will be able to improve their quality. Based on the results of the research and discussion above, it can be indicated that one of the efforts to improve the quality of teachers is to increase or develop their organizational support.

Improving Teacher Quality Through Strengthening Collaboration.

The results showed that there was a very significant relationship between collaboration and teacher quality. Based on the results of the research by testing the hypothesis, it is known that the correlation coefficient between collaboration and teacher quality ($r_{Y3}$) is 0.541 with the category having a moderate relationship. The probability value of 0.000 < 0.05 then $H_0$ is rejected, so it can be concluded that the correlation coefficient is very significant. Thus, this study confirms that there is a very significant relationship between collaboration and teacher quality. The contribution of collaboration to teacher quality is reflected in the coefficient of determination of 0.290 or 29.0%, while the remaining 71.0% is influenced by other factors. The results of this study get the equation $= 42.827 + 0.625X3$ can be used to predict the strength of the relationship between Collaboration and Teacher Quality, where every 1 increase in Collaboration scores can increase 0.625 Teacher Quality scores at a constant 42.827. The results of this study are in line with the opinion of Stefanie Vanhover (2006) entitled "Learning from Collaboration: The role of Teacher Qualities" which suggests that professional collaboration is important as a teacher learning medium, in terms of understanding and exploring what is brought or conveyed by each teacher. Each teacher is a process to shape how the individual or teacher improves their quality to help them apply what they have learned. In a collaborative work environment, teachers have the potential to create collective activities in initiating and sustaining continuous progress in their professional practice so that the students they teach can receive quality education. Based on the results of the research and discussion above, it
This is an open access article under the CC BY-NC-ND license (http://creativecommons.org/licenses/by-nc-nd/4.0/)

can be indicated that one of the efforts to improve teacher quality is to increase or develop collaboration.

**Improving Teacher Quality Through Strengthening Organizational Support and Training Effectiveness Together.**

The results showed that there was a significant positive relationship between Organizational Support and Training Effectiveness with Teacher Quality. Based on the results of research with hypothesis testing, it is known that the correlation coefficient between Organizational Support and Effectiveness of Training with Teacher Quality (ry1.2) is 0.810 with the category having a very strong relationship. The probability value of 0.000 < 0.05 then Ho is rejected, so it can be concluded that the correlation coefficient is very significant. Thus this study confirms that there is a very significant positive relationship between Organizational Support and Training Effectiveness together with Teacher Quality. The contribution of organizational culture and effectiveness of training together to teacher quality is reflected in the coefficient of determination of 0.656 or 65.6%, while the remaining 34.4% is influenced by other factors. The results of this study get the equation = 7.030 + 0.557X1 + 0.404X2 can be used to predict the strength of the relationship between Organizational Support and Training Effectiveness together with Teacher Quality. This means that the equation can predict that each increase of 1 score of Organizational Support and Training Effectiveness will simultaneously increase Teacher Quality by 0.557 times for the Organizational Support variable and 0.404 times for the Training Effectiveness variable at a constant of 7.030.

Based on the results of the research and discussion above, it can be concluded that Organizational Support and Training Effectiveness together make a positive contribution that has a significant effect on Teacher Quality.

**Improving Teacher Quality Through Strengthening Organizational Support and Collaboration Together.**

The results showed that there was a significant positive relationship between Organizational Support and Collaboration with commitment to the organization. Based on the results of research with hypothesis testing, it is known that the correlation coefficient between Organizational Support and Collaboration with Teacher Quality (ry1.3) is 0.791 with the category having a relationship currently. The probability value of 0.000 < 0.05 then Ho is rejected, so it can be concluded that the correlation coefficient is very significant. Thus, this study confirms that there is a very significant positive relationship between Organizational Support and Collaboration to Teacher Quality. The contribution of Organizational Support and Collaboration to Teacher Quality is reflected in the coefficient of determination of 0.528 or 52.8%, while the remaining 47.2% is influenced by other factors. The results of this study get the equation = -3.114 + 0.732X1 + 0.286X2 can be used to predict the strength of the relationship between Organizational Support and Collaboration together with Teacher Quality, meaning that this equation can predict every 1 increase in Organizational Support and Collaboration scores will increase Teacher Quality by 0.732 times for the Organizational Support variable and 0.286 times for the Collaboration variable at a constant -3.114.

Based on the results of the research and discussion above, it can be concluded that Organizational Support and Collaboration together make a positive contribution that has a significant effect on Teacher Quality.

**Improving the Quality of Teachers through Strengthening the Effectiveness of Training and Collaboration Together.**

The results showed that there was a significant positive relationship between the effectiveness of training and collaboration on teacher quality. Based on the results of research with hypothesis testing, it is known that the correlation coefficient between Effectiveness of Training and Collaboration with Teacher Quality (ry2.3) is 0.791 with the category having a strong relationship. The probability value of 0.000 < 0.05 then Ho is rejected, so it can be concluded that the correlation coefficient is very significant. Thus, this study confirms that there is a very significant positive relationship between the effectiveness of training and collaboration with teacher quality. The contribution of the effectiveness of training and collaboration to teacher quality is reflected in the coefficient of determination of 0.582 or 58.2%, while the remaining 41.8% is influenced by other factors. The
results of this study get the equation= 7.844 + 0.631X2 +0.311X3 can be used to predict the strength of the relationship between Effectiveness of Training and Collaboration together with Teacher Quality, meaning that the equation can predict every increase of 1 score. The effectiveness of training and collaboration together will increase teacher quality by 0.631 times for the training effectiveness variable and 0.311 times for the collaboration variable at a constant 7.844.Based on the results of the research and discussion above, it can be concluded that the Effectiveness of Training and Collaboration together makes a positive contribution that has a significant effect on Teacher Quality.

Improving Teacher Quality Through Strengthening Organizational Support, Effectiveness of Training and Collaboration Together.

The results showed that there was a positive relationship between Organizational Support, Effectiveness of Training and Collaboration together with Teacher Quality which was very significant. Based on the results of research with hypothesis testing, it is known that the correlation coefficient between Organizational Support, Effectiveness of Training and Collaboration with Teacher Quality (ry1.2.3) is 0.826 with the category having a very strong relationship. The probability value of 0.000 <0.05 then Ho is rejected, so it can be concluded that the correlation coefficient is very significant. Thus, this study confirms that there is a positive relationship between Organizational Support, Effectiveness of Training and Collaboration together with Teacher Quality. The contribution of Organizational Support, Effectiveness of Training and Collaboration to Teacher Quality is reflected in the coefficient of determination of 0.679 or 67.9%, while the remaining 32.1% is influenced by other factors. The results of this study get the equation= -8.019 + 0.499X1 + 0.352X2 + 0.218X3 can be used to predict the strength of the relationship between Organizational Support, Effectiveness of Training and Collaboration together with Teacher Quality, meaning that the equation can predict every increase in 1 score of Organizational Support, Effectiveness of Training and Collaboration together, it will increase Teacher Quality by 0.499 times for the Organizational Support variable, the training effectiveness variable by 0.352 times and 0.218 times for the Collaboration variable at a constant -8.019. Based on the results of the research and discussion above, it can be concluded that Organizational Support, Training Effectiveness and Collaboration together makes a positive contribution that has a real impact on Teacher Quality.

Limitations of Research Results

The implementation of this research has been attempted and controlled so that the results can be accepted scientifically in accordance with the procedures and objectives to be achieved. However, various shortcomings and weaknesses as a result of the limitations of existing research are factors that cannot be avoided and controlled, including:

1. Restrictions of the research environment. This research is specifically limited to the B-accredited Private Elementary School Teachers in Bogor Regency so that the conclusions drawn from this study are limited to the population of this study. A wider scope of research is needed so that the research results have a wider impact.

2. The variables studied. This research was conducted on only three independent variables, namely organizational support, training effectiveness, and collaboration that affect the dependent variable, namely teacher quality, so that discussion of the dependent variable on teacher quality is also limited to its relationship to the three independent variables of organizational support, training effectiveness, and collaboration.

3. Understanding of teacher quality is limited from the independent variables studied only. So, for a more comprehensive understanding, further research is needed regarding other variables, such as school culture variables, learning organizations, achievement motivation, work discipline, teacher commitment, organizational climate and so on.

4. Science is revolutionary. This study uses theories of teacher quality, organizational support, training effectiveness and collaboration that are popular today so that their implications are limited to the concepts used today. While science is revolutionary, theories in the field of organizational behavior and organizational management are developing rapidly so that in the future new concepts may emerge regarding the variables in this study and other variables that will undergo changes and progress.

Conclusion
Based on the results of empirical research studies using a correlational approach and SITOREM analysis through data processing, statistical calculations, hypothesis testing and discussion of research results, followed by contribution analysis, indicator analysis, indicator weight analysis by experts and indicator classification determination analysis, it can be concluded as follows: following:

1. There is a positive and very significant relationship between organizational support and teacher quality so that strengthening organizational support can improve teacher quality.
2. There is a positive and very significant relationship between the effectiveness of the training and the quality of teachers. So that strengthening the effectiveness of training can improve the quality of teachers.
3. There is a positive and very significant relationship between collaboration and teacher quality. So that the strengthening of collaboration can improve the quality of teachers.
4. There is a positive and very significant relationship between organizational support and training effectiveness together with teacher quality. So that the strengthening of organizational support and the effectiveness of training can improve the quality of teachers.
5. There is a positive and very significant relationship between organizational support and collaboration together with teacher quality. So that strengthening organizational support and collaboration can improve collaboration.
6. There is a positive and very significant relationship between the effectiveness of training and collaboration together with the quality of teachers. So that strengthening the effectiveness of training and collaboration can improve the quality of teachers.
7. There is a positive and very significant relationship between organizational support, training effectiveness, and collaboration together with teacher quality. So that strengthening organizational support, training effectiveness, and collaboration can improve teacher quality.

Suggestion
Findings from research results, discussion, conclusions, and implications has been described, it can be seen that organizational support, training effectiveness, and collaboration can be improved. Improving the quality of teachers can be done by increasing organizational support, training effectiveness, and collaboration of B Accredited Private Elementary Schools in Bogor Regency. Based on the results of SITOREM analysis, suggestions and recommendations can be formulated as follows: indicators that are in good condition (weight: 4-5) are recommended to be maintained. Indicators whose condition is still not good (weight: < 4) shall be improved as follows:

To improve the quality of teachers, teachers need to strengthen their competence by participating in effective training where this training can change behavior for the better, provide a significant reaction for self-development and can provide good results for the organization/institution.

a. Suggestions for Principals
To improve the quality of teachers, principals need to provide a forum for teachers to increase creativity, develop technology and informatics and deepen knowledge. Principals also need to strengthen courage in collaborating between teachers or institutions.

b. Advice for School Supervisors
To improve teacher quality, school supervisors need to provide more intensive supervision so that principals and teachers can follow up on research results as suggested in points A and B above properly and consistently.

c. Suggestions for Foundation
To improve the quality of teachers, Foundations/Institutions need to provide support that can motivate teachers to increase their knowledge and skills in the form of a commitment to advancing employees, providing work awards for outstanding teachers, contributing to teacher competency improvement and providing a comfortable work environment.

d. Advice for the Education Office
To improve teacher quality, the Bogor Regency Education Office needs to supervise school principals and teachers so that they can follow up on research results as suggested in points A and B above in a good and consistent manner.
References

Abdulsyani, Sosiologi Skematika, Teori, dan Terapan,(Jakarta: Bumi Aksara,2007), HAL159

Adam Focht and Micheal Ponton. “Identifying Primary Characteristics of Servant


Ambar Teguh, Manajemen Sumber Daya Manusia., 2010, p. 23

Anderson, E.T. & J. McFarlane, Community as Partner Theory and Practice in Nursing-4th


Emily R. Lai, Collaborations: A Literature Review, (Pearson, 2011), hlm.2


Hasibuan, Melayu, 2006. Manajemen Sumber Daya Manusia, Jakarta:Bumi


Hasibuan, Melayu, 2006. Manajemen Sumber Daya Manusia, Jakarta:Bumi


Hadari, Nawawi, Administrasi Pendidikan, (Jakarta: Gunung Agung,1984), h.7


Hasibuan, Melayu, 2006. Manajemen Sumber Daya Manusia, Jakarta:Bumi


Hasibuan, Melayu, 2006. Manajemen Sumber Daya Manusia, Jakarta:Bumi

Hasibuan, Melayu, 2006. Manajemen Sumber Daya Manusia, Jakarta:Bumi

Hasibuan, Melayu, 2006. Manajemen Sumber Daya Manusia, Jakarta:Bumi

Hasibuan, Melayu, 2006. Manajemen Sumber Daya Manusia, Jakarta:Bumi

Hasibuan, Melayu, 2006. Manajemen Sumber Daya Manusia, Jakarta:Bumi

Hasibuan, Melayu, 2006. Manajemen Sumber Daya Manusia, Jakarta:Bumi

Hasibuan, Melayu, 2006. Manajemen Sumber Daya Manusia, Jakarta:Bumi
Aksara. [https://www.researchgate.net/publication/328964895
New York, 2003), hlm. 251

Irving, J.A. Servant leadership and the effectiveness of teams. Dissertation of Doctor of Philosophy in
Organizational Leadership, School of Leadership Studies, Regent University. 2005

Kelompok. Jakarta: PT Rineka Cipta

Hill. McShane, 2008.

Leadership : Delphy Study, International Journal of Leadership Studies, Vo. 9, Issue 1, 2015, pp. 44-60
Lindeke, L., Sieckert, A. M, Nurse-Physician Workplace Collaboration, Online Journal of Issues in Nursing,
2005.

Ni Wayan Erna Purna Dewi. Meningkatkan Kualitas Guru untuk Pendidikan yang lebih baik. See discussions,
stats, and author profiles for this publication at: [https://www.researchgate.net/publication/315099931

Ratna Trisuma Dewi, Faktor-faktor yang mempengaruhi Collaborative Governance, Tesis( 2012)
perpustakaan.uns.co.id

Sekretariat Negara. Jakarta.

Republik Indonesia. Peraturan Pemerintah No. 19 Tahun 2005 tentang Standar Nasional Pendidikan. Sekretariat
Negara. Jakarta.

Republik Indonesia. Peraturan Menteri Pendidikan Nasional No. 16 Tahun 2007 tentang Standar Kualifikasi


Scott London, Collaboration and Community, di unduh dari
http://www.scottlondon.com/reports/collaboration.pdf pada tanggal 30 September 2016, h. 2


Spears, L.C. The character and servant leadership: Ten characteristics of effective, caring leaders. Journal of

Stefanie Vanhover. Learning from Collaboration: The Role of Teachers’ Qualities, Vol. 72 No. 2, 99169-
185@2006Council for Exceptional Children. University of Virginia

Steven L. dan Mary Ann Von Glinow. Organizational Behavior, 5th Ed, New York: McGraw-
Hill, 2010


Studi Korelasi Sinaran Antar Program Pelatihan dan Karir Pendidikan di Kualitas Layanan Guru SMP

http://www.kompasiana.com/smamsubkhan/guru-lokal-kompetensi-
global_55d2b2c39f8bd50927f2ae. Diakses 20 November 2016.

Mandiri. Jurnal LENTERA Kajian Keagamaan, Keilmuan, dan Teknologi. (115-134). Online
tersedia pada


Wasitohadi, Kolaborasidan Sinergi antarLembagadalamPeningkatankompetensiKepala. Jurnal Manajemen Pendidikan Magister Manajemen Pendidikan ISSN 2443-0544 FKIP Universitas Kristen Satya Wacana Volume: 3, No. 2, Juli-Desember 2016 jurnalkelola@gmail.com


http://journal.unismuh.ac.id/index.php/post
