

The Impact of Education and Training for Strengthening Schools Supervisor Competencies at South Sulawesi

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Abstract—The problem in this research is whether there is a significant impact from the training of the increase of superintendent competence of unit of education unit in South Sulawesi province? The purpose of the study was to obtain a picture of the significant impact of the training on increasing the competence of school unit superintendents the type of this research is quantitative descriptive, population of all superintendents of educational unit, research sample member of 50 superintendents of High School/Vocational School, Data collected by using test, documentation. Then the data is analyzed by using N-Gain test analysis. The results showed that the training of superintendent strengthening has contributed in developing the knowledge, attitude, and skills of school superintendents on the superintendent based on education unit. This is demonstrated by 96% of the training participants getting good and very good qualifications.

Keywords—training; competence improvement; school superintendent

I. INTRODUCTION

In order to improve the quality of the school/madrasah supervisors, the government has issued a Minister of National Education Regulation number 12 of 2010 and the Minister of Administrative Reform and bureaucratic reform (Menpan &RB) Regulation number 16 of 2009 concerning the assignment of teachers as school/madrasah supervisors. The Minister of National Education legal contains a system for preparing a school supervisor, appointment and assignment processes, continuing professional development program, assessing the supervisor's performance of school/madrasah to dismissal and mutation as school/madrasah supervisors. The role of the school/madrasah supervisor is an inseparable part of management activities in an effort to improve learning achievement and the quality of a school. The substance of the task of the school/ madrasah supervisor is directed to improve, assist and serve the teacher in implementing the learning appropriately and well in terms of procedures and achievements to be carried out in the learning process and also educational achievement. The supervisor's unit have a strategic role in the school performance.

The school supervisor stated as a functional technical implementer in covering the academic and managerial fields of

the designated education unit. The importance of the role of the school supervisor is mandated in the Regulation of Menpan &RB Number 21 of 2010 concerning the Functional Position of Supervisors and their Credit Numbers. The scope of the duties, responsibilities, and authority of the school supervisor based on these regulations is to carry out academic and managerial supervision activities in education units, including program preparation, implementation of supervision, implementation of coaching, monitoring the implementation of eight National Standards of Education, assessment, mentoring and professional teacher training, evaluation of the results of the implementation of the supervision program, and the implementation of supervisory duties in special areas.

The statement shows that the role of school supervisors is not only very strategic but also very important, and to carry out these tasks properly is certainly not easy and certainly full of challenges. School supervisors in carrying out the policies referred to at the same time facing various challenges are required to have adequate competence so that they are able to carry out their supervisory duties well. School supervisors should always be adaptive to the changes and challenges they face.

Challenges in responding to changes to advance the target schools have never stopped, so school supervisors should always receive continuous strengthening or training and never stop to continue learning in order to improve the competence and professionalism of school supervisors by developing science, technology, attitude and skills. The field of competence that needs to be developed in this strengthening training is the field of competence of school supervisors listed in Ministerial Regulation 12 of 2007 concerning School/Madrasah Supervisory Standards. From previous studies, the problems faced in the field that school/madrasah supervisors still need improvement starting from the appointment system to the implementation of tasks and ongoing coaching [1].

Controller or supervision is an effort to provide services to education stakeholders, especially to teachers, both individually and in groups in an effort to improve the quality of processes and learning achievement [2].

Therefore, this continuous supervisory competency training is very important to be given to supervisors, because supervisors are professionals who have the duties and functions to provide guidance to their assisted teachers, who are susceptible to problems in carrying out their duties, whether caused by background education or recruitment and experience of supervisors in carrying out their duties or conditions and situations they experience. In this regard, in an educational environment, this continuous competency training is expected to assist supervisors in recognizing and managing guidance to their assisted teachers.

According to Glikman and Ross Gordon the task of supervisors or controller in fostering their assisted teachers is to make all elements of teaching effective, including in educational activities [3]. From the results of his research, Satori states that supervision interest is to improve the quality of learning processes and outcomes. Therefore, the provision of continuous competency training has a strong significance with the aim of quality education [4]. Referring to this matter, that supervisors still need guidance by independent learning and facilitated material for continuous self-development to improve the quality of their performance and maintain the professionalism in accordance with the demands and needs of teachers who need guidance from professional supervisors as well as creating improvement of teacher services to students in school. Associated with the results of the School Supervisor Competency Test, for South Sulawesi is 39.29 in the ranking of 23, while the national average of UKPS is 40.23 [5]. Supervisory Competency Test Results in 2015 South Sulawesi Province conducted a competency test with a sample of 100 people, who received a score above the average of 65 only 21.00%, while those who received a score of 55-65 amounted to 27.00%, as well as for who obtained a value in the range of 55 down to 52 people around 52.00% [6].

Based on the conditions described in the introductory section, in general describing the quality of supervisors in South Sulawesi still needs guidance either collectively or independently. Therefore, it cannot be said to be professional, because the mastery of competencies and qualify-citations of supervisors is not as adequate as expected. In addition, data from interviews with teachers and principals generally revealed that the current situation of supervisors indicated that their academic insights were still under the teacher or principal, and had not been touched by innovation, due to the existence of school supervisors at this time from recruitment to assignment not yet effective, because there are still supervisors who have never been teachers and have never been principals to become supervisors and this is clearly impossible to carry out their duties properly. Furthermore, the results of the study. Rawls the stated that: "the model of supervision, especially in the learning of physical education, has not been maximized, so that supervision services for teachers are less effective [7]. Responding to the expression that the guidance from the supervisor to the teacher has not shown a service that touches the substance of teacher needs, especially for the development of academic competence" [8].

In line with the above findings, Suharsimi states that the current supervision pattern cannot accommodate the development of education supervision capacity [9]. In

connection with this, the Ministry of Education and culture through the Directorate General of Teachers and Education Personnel develops the system and organizes the Learner School Super-visor program, then the program is replaced by ongoing training (PKB) in order to improve the competence and professionalism of a school supervisor by developing science, technologies, attitudes and skills. The field of supervisory competence developed through this program is the field of school supervisor competence listed in Permendiknas No. 12 of 2007 concerning School/Madrasah Supervisory Standards that must be carried out effectively and efficiently as a reference for the development of the next school supervisor competence. Although the district and municipal agencies have not yet fully committed to follow up on the implementation of sustainable competency training programs [10]. With the policy to provide reinforcement to school supervisors that aim to maximize the competence of school supervisors in carrying out their main duties as stated in the Minister of Administrative Reform and Bureaucratic Reform No. 21 of 2010, it is expected that school supervisors in carrying out their duties and functions need to improve their competence through the learning process in training and carried out continuously. Therefore, supervisors need to be optimized to always get sustainable development training to carry out their duties optimally. So, the solution to overcome this, there needs to be an effort to provide ongoing training through training that focuses on empowering school super-visors namely providing independent learning material to improve the quality of school/madrasah supervisor performance [11].

As a result of all this, school supervisors can gain experience, to improve the method of supervision that is useful and can improve the quality of learning of their assisted teachers and can provide practical contributions to the National Education Office in order to assist the government in enhancing the professionalism of the education unit supervisor. Based on the background of the problem that has been described, the formulation of the problem is whether there is a positive impact from the training to strengthen the competency of supervisors in South Sulawesi?

II. RESEARCH METHOD

A. Research Design and Approach

This study used a descriptive analytical research approach. Descriptive research is used when research is conducted to find out information from school supervisors about their training activities as a way to strengthening the competence of school supervisors. To limit the problem, the area of analysis is under the administration of education target. While the type of research is a quantitative research.

B. Subjects and Research Locations

The subjects in this study were all school/madrasah supervisors in the City and District. While the location of this research was carried out in the City/Regency in South Sulawesi, namely Makassar City, Jenepono Regency, Sidrap Regency, and Soppeng City. This location is determined based on the consideration that the school supervisors have not all received training as a competency strengthening which has

been used as a discourse by the Directorate of Teacher Guidance and Education Personnel which aims to improve the competence of school supervisors so that the impact on the implementation of their duties in the target schools and teachers is affected [12].

C. Research Data Collection Technique

Data collection techniques used in the study were carried out in accordance with the orientation of the data sources, namely: 1) Initial and final tests, 2) Questionnaire, 3) Documentation.

D. Data Analysis

To analyze the data in this study, the researchers took the following steps: (1) Editing, which is checking the filling of the questionnaires. Each questionnaire is checked for completeness, clarity and truth in filling out the questionnaire to avoid mistakes/errors in obtaining accurate information, (2) Scoring, intended to provide a score on the items contained in the questionnaire, (3) Tabulating, intended to calculate data collected in the research plan (4) Per hundred, used to find out the size of the success of the school supervisor competency strengthening training course that was the target of this study.

Furthermore, the data obtained, analyzed descriptively to find the results of the impact of the school supervisor strengthening training, that will increase the competence of supervisors in the city /district [13]. Quantitative data to determine the need for training to improve the competence improvement of supervisors before and after participating in the education and training activities in the regions, districts/cities as well as at the provincial level, this data is interpreted by the N-Gain test calculated by the formula:

$$G = \frac{S_{\text{posttest}} - S_{\text{pre test}}}{S_{\text{maks}} - S_{\text{pre test}}}$$

III. RESEARCH RESULTS AND DISCUSSION

A. Research Resultu

This Supervisory Strengthening Training and Education is equaled with the Supervisory Functional Training Center. That is, even though they are selected as supervisors not based on relevant regulations but when they are declared to have passed this activity they already have the required competencies due to the training pattern, number of hours, and material presented above the standards contained in the selection of candidates for school supervisors [14]. From the results of the analysis of participants who took part in the training to strengthen the competence of school supervisors, the following are described in the table below:

TABLE I. PRELIMINARY COMPETENCY ANALYSIS RESULTS BASED ON GENDER

No	Participant Code	Top Score	Lowest Score	F
1.	Female	89,50	79,30	11
2.	Male	89,20	41,00	39

Source: initial training test results (2017)

Based on the test results for fifty trainees, from eleven female participants only one who has 79.30 score and the highest score of also only one person who was achieved 89.50

score, while the other nine participants had scores between 81.00 to 86.40. In this case, most of them (thus the female participants) have fulfilled the prescribed requirements, even though the numbers are few, but most have fulfilled what is expected for competent supervisors [15].

There are two male participants, who get the initial test score 41.00 (low) while the highest score achieved by one-person which score is 80.00. So, for the others 36 people on average get scores ranging between 74.00 and 89.10. Based on this score, most of male school supervisors scores are vary because there are still school supervisors who the carrier was not teachers or principals but in case of mutations from structural to functional [16]. In this reason, training as reinforcement is needed to impact on the performance of the supervisor. Looking at the data from the initial test results, the training needs to be continuous between the material and the competencies needed so that the school supervisor who comes from the structural can be helped to gain knowledge and skills about school supervision so that they can be more able to perform their tasks optimally in the future [17].

Based on these conditions, the relevant parties need to intensify the training as an effort to strengthen competencies by referring to the president NAWACITA who wants to improve the quality of education by providing a best quality of the guide (schools supervisor) to teachers and principals [18]. Educational activities and strengthening training are carried out with the pattern of in service 1, OJL and in service 2 with sufficient time. The results of the training activities described in the following table below:

TABLE II. RESULTS OF IMPACT OF TRAINING ON IN SERVICE 1 (30 HOURS)

NO	Value	F	Score
1.	Highest	48	89,5
2.	Lowest	2	41,00
3.	Average	-	82,3

Source: questionnaire results (2017)

Based on the analysis of the data from this study in the table above, it is known that there is a very significant impact after the school unit supervisor gets training material for 3 days, this shows the results of the training activities, which are most or 48 participants (89.5) experienced an increase compared to the average UKPS score of 57.80 compared to the value after getting the education and training reaching 84, 40 so the difference was 27.60 this shows that with the continuous training can have a positive impact on improving the competence of a school unit employee so can carry out their duties as well as possible [19].

Furthermore, it can be seen that the data on the level of impact on this training between female and male trainees is seen from the average that there is a very significant difference. The data in the table below shows that the education and training participants have experienced an increase from the initial average of around 84.49 which is a good category so that the education and training will have a positive impact after getting an education and there is an increase in training so that it impacts in the very good category or 92.69.

Thus, it can be concluded that the training to increase the competence of school supervisors is very important so that the school supervisor will be more competent and the execution of their duties. In accordance with the competencies expected as professional school supervisors to be seen more clearly in the description in the following table below:

TABLE III. TRAINING RESULT DATA FOR WOMEN PARTICIPANTS BASED ON AVERAGE

No	Participant Code	In -1	In-2	Category
1.	RB	84.0	86.1	Good
2.	NH	83.1	94.5	Very Good
3.	Efri	83.9	95.0	Very Good
4.	PYR	85.3	96.1	Very Good
5.	RH	81.0	90.6	Very Good
6.	NHT	79.3	92.2	Very Good
7.	SM	86.4	95.0	Very Good
8.	FPakan	88.0	86.3	Good
9.	PLM	89.5	96.1	Very Good
10.	STM	84.4	95.0	Very Good
Average		84.49	92.69	

Source: Research Data 2017

Furthermore, the data in the table below shows the following results. Similarly, based on the data that competency strengthening training for school super-visors also has changes such as female school supervisors, where the initial average of school supervisors obtaining results including good categories of 86.25.

TABLE IV. TRAINING RESULT DATA FOR MALE PARTICIPANTS BASED ON AVERAGE

No	Participant Code	In -1	In-2	Category
1.	SH	87.3	93.9	Very Good
2.	AR	85.6	93.2	Very Good
3.	AS	87.3	86.4	Good
4.	MN	86.5	88.7	Good
5.	SP	89.0	84.2	Good
6.	BA	82.2	89.1	Good
7.	LE	82.9	92.1	Very Good
8.	MG	84.5	94.1	Very Good
9.	SG	88.5	95.8	Very Good
10.	AP	88.7	93.2	Very Good
Average		86.25	91.07	

Source: Research Data 2017

After gaining strength in in-2 shows that there is an impact of 91.07 or very good category. Thus, it can be concluded that the training to strengthen the competence of school supervisors has a significant impact, therefore school super-visors always get continuous training so that the competence of school super-visors is always increased [19].

TABLE V. RESULTS OF IMPACT OF TRAINING ON IN SERVICE 2 (30 HOURS)

NO	Value	F	Score
1.	Highest	48	96.1
2.	Lowest	2	79,39
3.	Average	-	90.7

Source: Results of analysis of the 2017 research data

From the table above, shows that the school supervisor in In service 2 (In-2), the training participants are obliged to present the results of OJL activities in In-2 and take the final In-2 ability test, it can be concluded that the impact of this training is very positive where in this In-2 there is an increase in the value that was in the highest score of In-1 89.5 while in In-2 there was an increase in value reaching 96.1 as well as in In 1 the lowest value was 41.0 but at In -2 the lowest value was 79.3 so with the increase in value, the meanings rise from 82.3 to 90.7. From this conclusion, this strengthening training have a positive impact on the performance of school supervisors.

Supervisors can work in accordance with their competence in terms of the preparation of supervision programs and management of principal tasks and school supervisor functions including management of curriculum implementation, academic supervision management, managerial super-vision, educational evaluation, research and development, conducting PKG and PKKS and preparing PTS proposals. For more details, from the education and training activities that are followed by school (SMA/SMK) unit supervisors based on the assessment data in Tables 1 and 2 with the omission of zero values for those who are not present, a summary of assessment results is as follows:

TABLE VI. RECAPITULATION OF ASSESSMENT RESULTS FROM TRAINING AND EDUCATION (IMPACT)

No	Assessment	Highest	Lowest	Average
1.	IN-1	89,5	41,0	82,3
2.	IN -2	96,1	79,3	90,7
3.	OJL and Portofolio	96,7	69,0	87,4
4.	Final Assesment	93,6	13,7	84,4
5.	UKPS	84,52	35,71	57,80

Source: Results of data analysis

Next from the graph below it can be seen that the fluctuation of values for school supervisors has a very large impact on the lowest value. This value variation occurs because there are two participants who were not present at the IN-2 activity, so that the lowest value on the final value became very different from the other values.

Regarding the comparison of the final score of participants with the UKPS results in 2015, the impact was found that there was a significant increase between the UKPS results scores and the final score of the training. Ignoring the value of participants who did not join UKPS, it was found that an increase of 30.17 points of meaning from this value was that there was a positive impact on improving the competency of the training participants around 30 points. For more details, can be seen in this figure.

Based on the data in the table below, it shows that there were 2 people who were declared as not fulfilling graduation qualifications, 35 participants (70%) were well qualified, and 13 other participants (26%) had very good qualifications. In total, of the 50 participants who took part in the education and training program there were 96% passed and only 4% were declared as not yet graduated. Those who have not graduated are participants who did not attend the presentation at IN-2 and did not collect their OJL results portfolio assignments at the participants' place. For more details, see the table below.

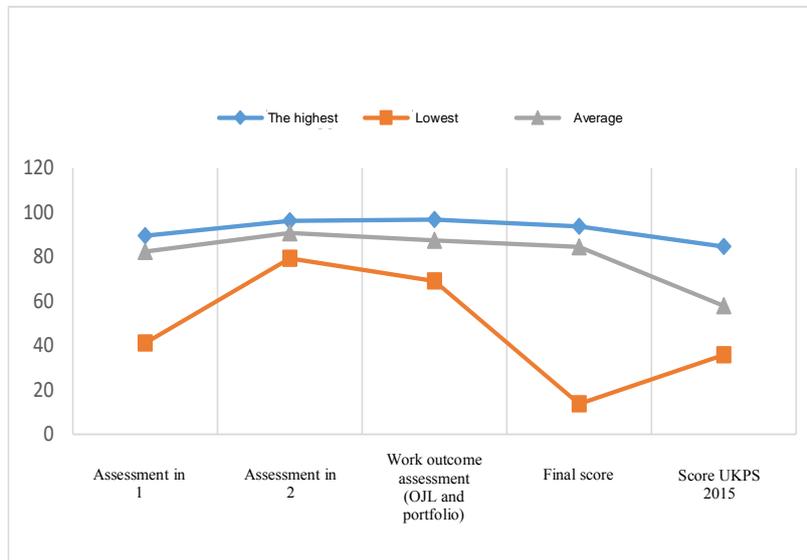


Fig. 1. Results of assessment of participants in strengthening school unit supervisor training.

TABLE VII. PARTICIPANT STUDY QUALIFICATIONS

No	RANGE	QUALIFICATION	F	%
1.	90 - 100	Very Good	13	26
2.	76 - 89	Good	35	70
3.	60 - 75	Enough	0	0
4.	0 - 59	Less/Failed	2	4

Source: 2017 Data Results

B. Discussion

From all the data the training can improve the competency of the education unit supervisors perceived by the training participants. The continuously training need to be scheduled in order to improve their deficiencies, so that what material can be thought out and planned according to their needs. The researcher conducted an orientation on the training participants about the needs for meeting the needs of the education and training, even though not all of the school unit supervisors were included in this training activity because the provincial funds were still limited.

Given that there are now more government programs through the GTK Directorate to conduct PKB for supervisors of advanced education units from learners as an effort to increase the competence of school supervisors. From the table below shows that the impact of the training activities in improving the competence of education unit supervisors in the province of South Sulawesi has a very positive impact so that the supervisory UKPS value can be improved. It means that this training is very important for improving the competence of school supervisors.

TABLE VIII. IMPACT OF EDUCATION AND TRAINING UNIT COMPETENCY ENHANCEMENT TRAINING CENTER

No	Values	UKPS	End Test	Differences
1.	Max	84.5238	93.6455	
2.	Min	35.7143	13,65	
3.	Avg	57.40	84.40	27

Source: Results of data processing

The implementation pattern of IN-1-ON-IN-2-2 Education and Training provides valuable experience for supervisors in mastering the training materials. The reliability of this pattern is indicated by the IN-1 activity which provides an experience of appreciating supervisory theory, whereas in ON activities it provides the experience of applying the acquired theory, and IN-2 in this case the participants are given the opportunity to share information according to the participants' experience when in field.

Through increasing competence for school supervisors, it is hoped that school supervisors will have the ability to guide/train teachers, especially in carrying out their duties. The learning/mentoring process that can develop the potential of students' character to be more creative, innovative, able to solve problems, and think critically.

Based on the above considerations, in 2012 the Center for Education Personnel Development of the Human Resources Development Agency for Education and Education Quality Assurance of the Ministry of Education and Culture through LP4TK programed the strengthening of school supervisor competencies through supervisory supervision competency training. The output of the education and training activities is the realization of school supervisors with character, as well as having the ability to guide teachers to be more professional in carrying out creative and innovative learning processes so that they can develop students to think creatively, innovatively, be able to solve problems, think critically.

OJL activities provide a very valuable provision for School Supervisors because the results of in Service Learning 1 such as implementing managerial supervision, academic supervision, planning PIGP, carrying out supervision of educational evaluations, planning PKB and carrying out guidance of principals in implementing PTS can be practiced real. The findings and constraints of OJL implementation are invaluable experiences for improving the competence of the School Supervisor because these findings will be used as

material for discussion and problem solving in Service Learning 2.

The implementation of this OJL is in an effort to provide new experiences to improve the ability of School Supervisors to implement a new paradigm of supervisory tasks so that it is expected to accelerate the improvement of the quality of education in the target areas in particular and the implementation of education in Indonesia in general is quickly achieved. With this OJL activity, it is felt that it can increase 6 (six) minimum School/Madrasah Supervisor competencies, namely personality competency, managerial supervision, academic supervision, education evaluation, research and development and social competence.

Next, it was concluded that this Strengthening Training was to obtain benefits for the supervisors. Therefore, strengthening training needs to be carried out continuously and added by the training participants especially for supervisors who have not had the opportunity to attend the training or for new supervisors. In this ways, School Supervisors have competencies that are in accordance with the competency of education supervisors expected by the Minister of National Education Regulation No. 12 of 2007.

Policymakers says that, Supervisors who have passed the Supervisory Supervision Improvement training should be able to be facilitated optimally so that the School Supervisor can carry out the duties in the school area of his bail effectively. At the end of the training a competency-based evaluation is conducted to find out the extent to which the training participants achieve the determined competencies and to obtain information about the problems and challenges faced as input to improve the quality of the implementation of the training program. Based on the regulations, a school supervisor must carry out the task of coaching and professional training of teachers in carrying out their main tasks such as planning, implementing, and asses-sing the learning/mentoring process, and the tasks of academic and managerial supervision. has been determined, specifically the competence of school super-visors that are considered most relevant to improving teacher professionalism such as academic supervision competencies. Thus, the process of formulating training objectives must be relevant to the main duties and competencies of the school supervisor.

In connection with the planning of training objectives related to the main tasks of school supervisors, Buckley & Caple, states that training is: "... a planned and systematic effort to modify or develop knowledge /skill /attitude through learning experience, to achieve effective performance in an activity or range of activities [20]. Its purpose, in the work situation, is to enable an individual to acquire abilities in order that he or she can perform adequately a given task or job"

The key word for this training objective must be to ensure that it is obtained in a work situation that gives and provides a participant with the ability to improve the mastery and performance of the implementation of tasks that are adequately carried out. While the specific purpose of strengthening school, supervisory training is a more specific description, both the ability or expected behavior and the range of material to be achieved are related to improving academic supervision. For

example, In service learning 1 aims to (a) improve abilities that are more directed at learning the nation's cultural and character education, PAIKEM, PTK, academic supervision techniques, EDS and School Monitoring by the Regional government; (b) developing a new paradigm of academic supervision so that it can guide teachers to carry out the learning process that can develop students to think critically, creatively, innovatively, be able to solve problems and be entrepreneurial, and (c) provide provisions in preparing an Academic Supervision Plan (RPA) in the On The Job Learning stage. Meanwhile, On the job learning aims to (a) provide opportunities for training participants to practice academic supervision knowledge and PTK guidance and provide experience and learning through academic supervision practices with paradigms, approaches and techniques that have been obtained in Service Learning 1. On the other hand, in service learning 2 aims to provide an opportunity to share the experience of the results of Service Learning 1 and On the Job Learning, find out the improvement in abilities achieved, and get input material regarding the implementation of On the Job Learning. Description of the above objectives in principle to improve performance and productivity both in quantity and quality of school supervisors in carrying out their duties.

Simamora said the main objectives of the training, essentially improving performance and increasing the quantity and quality of productivity [21]. To see the impact of the results of this training, the development team formulated the expected results of this training, namely the realization of skilled school supervisors in guiding teachers in applying PAIKEM-based learning and carrying out Classroom Action Research, in hopes of developing students who can think creatively. Innovative, able to solve problems, think critically and have an entrepreneurial spirit.

Through the training results mentioned above, the school supervisor will be able to carry out his duties as an education supervisor, especially in carrying out academic supervision and training/ mentoring professional skills of teachers.

IV. CONCLUSIONU AND RECOMMENDATIONS

A. Conclusions

Based on the results of the study it can be concluded that the impact of the training on strengthening supervisors, including good and very good categories. For more details, can be seen in the following description:

- Training of strengthening supervisors has contributed to developing knowledge, attitudes, and skills of school supervisors in supervision based on education units, with the results achieved the magnitude of the impact is that 96% of the training participants achieve good and very good qualifications.
- Training for the strengthening of school supervisors gives a large contribution to the improvement of competencies of approximately 30 points which is indicated by the average difference between the results of UKPS Final Value of Education and Training.

- The implementation pattern of the IN-1 -ON-IN-2 education and training program can provide valuable experience for supervisors in mastering the training material. The reliability of this pattern is shown by the IN-1 activity giving experience in appreciating supervisory theory, ON activities provide the experience of applying the theory obtained, and IN-2 provides an opportunity to share information according to experience in the field.

B. Recommendations

Based on the conclusions above, a number of things can be suggested as follows.

- To all supervisors who have participated in this strengthening training it is advisable to always continue to develop the knowledge gained so that the quality of supervision is increasingly qualified.
- To the school, including school principals teachers, and administrative staff, it is advisable to empower the education and training participant alumni in their efforts to improve their respective competencies.
- To the provincial and district/city education offices, it is suggested to conduct a continuous monitoring and evaluation of these education and training participant alumni in order to obtain an adequate picture of the significance of the progress achieved by their respective target schools. In addition, a description of the aspects that still need to be addressed in the competence of each supervisor are obtained.

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