

Accountability Analysis of Principal: Supervision Knowledge and Communication Interpersonal (Case Study on Principal SMP N Jambi Province)

Prof. Dr. Hapzi Ali, Cma¹, Prof. Dr. Mukhtar², & Dr. Yesi Elfisa³

¹Professor of Management Graduate Mercu Buana University, Jakarta, Indonesia

²Professor of Management Post Graduate Institute of Islamic STS Jambi, Indonesia

³Graduate Student Institute of Islamic Studies STS Jambi, Indonesia

Abstract: The principal's role as a leader is responsible for creating a conducive learning environment. This research aims to influence mengalisis Knowledge Against Interpersonal Communication Supervision and Accountability Principal of SMP in Provisni Jambi. This study is a quantitative study using survey methods conducted against the Principal of SMP Se-Jambi province. The sampling technique using the Simple Cluster sampling with a population of 550 and 123 samples. Analysis tools with path analysis, followed by analisis determination (R Square), partial hypothesis test (t test) and test seimultan (F test), with $\alpha = 0.05$. The results of that study; 1) Knowledge Supervision positive and significant effect on the Accountability Principal; 2) Communication Interpersonal influence on Accountability Principal; and 3) Knowledge and Interpersonal Communication Supervision positive and significant impact on the Accountability Principal of SMP Negeri Jambi Province. That the better knowledge of Supervision and Interpersonal Communication, the Accountability Principal will also be getting better.

Keyword: Accountability, Knowledge Supervision, Interpersonal Communication.

I. Introduction

Education has a strategic role in developing quality human resources, especially to create being development experts, skilled, creative, and innovative. Qualifications of such resources is indispensable, if Indonesia wants to be a country that succeeded in mastering and developing science, technology, and industrialization so as to face global competition. To achieve this goal, the one in the direction of education development policy is the reform and strengthening of the national education system based on the principles of decentralization, autonomy and management science.

Many factors determine the success of the implementation of education. Among them giving full authority to the superintendent, principals and teachers to manage the school. In this case, the central government gives authority to school principals to manage schools. In its work the school looked greater tendency principals to function as a leader and role of learning in school as a bureaucrat or manager at the school. However, principals need to change the orientation and work culture. Sharpening the roles and responsibilities of school principals only as a leader just become an administrator, supervisor and supervisor of learning is meant to empower principals in supporting the quality of teaching in schools. Because of the wide scope of the tasks and role to play then they had to prioritize the role which must be acted first. So the result varies and is difficult to be justified.

In practice, the principal is a senior teacher who is deemed qualified to lead a school positions. However, financially the principal office was not able to give an official promise for a better life than the leaders of the other agencies. As affirmed in the Indonesian Government Regulation No. 19 Year 2005 on National Education Standards Chapter VIII of Article 50 paragraph 1 that: "Every educational unit led by the head unit to be responsible for education in the education unit called the", "Principal". Principals need to change the orientation and work culture. Sharpening the roles and responsibilities of school principals only as a leader just become an administrator, supervisor and supervisor of learning is meant to empower principals in supporting the quality of teaching in schools. Because of the wide scope of the tasks and role to be performed, then they had to prioritize the role which must be acted first. So the results are varied and difficult to be justified. Conditions such as these illustrate that knowledge of supervision possessed the principal has not been optimal. Based on the phenomenon that occurs above the Jambi provincial government sets some requirements to become principals as follows:

Tabel 1. Being a School Principal Requirements

No	Requirements
1.	5 years teaching experience
2.	Minimal Education Strata I (S1)
3.	Proposed principal or superintendent of schools to attend selection trials Principals
4.	Holding registration numbers obtained from the principal training

With the regulation applies, of course, would automatically affect the quality of a person who would be the principal. The selection process consists of the administration and academic selection includes; knowledge, attitude, personality, managerial, entrepreneurial and social. In addition, the school principal should undertake responsibility as a loving attention to the needs and interests of its members, which consist of teachers, staff and pupil. Some relevant research also suggests that the variable knowledge of supervision, interpersonal communication and accountability of principals are variables feasible for study. The results of the study (Halidi, 2014) showed that a significant difference between the control and interpersonal communication. More (Rudy, 2005) found a positive relationship between the variables of knowledge about the formulation of public and accountability. Therefore, interpersonal communication is also one of the factors that are also related to the accountability of principal. All the principal goal will be achieved, if one is able to communicate well in their duties. However, the extent of linkages between these various factors still require empirical verification.

This study aimed to analyze:

- 1) Effect of Knowledge supervision to the accountability of principals;
- 2) Effect of Interpersonal Communication to the accountability of principals; and
- 3) Effect of Knowledge and Interpersonal Communication Supervision of the Accountability Principal of SMP Negeri Jambi Province simultaneously.

II. Literature Review

Accountability is a liability, either personally or with the employee who has been delegated by the leader. Accountability also means an obligation to account for what has been done or not done by someone, but the demands for accountability should be followed up by providing the capacity to carry out, discretion, and authority (Martinis and Maisah, 2010) Further according (Turner and Hulme, 2012) accountability is the necessity of public sector institutions to put more pressure on the horizontal accountability (public) not only vertical accountability (a higher authority). Meanwhile, according to (Syahrudin Apostle, 2012) accountability is the ability to give an answer to a higher authority for the actions of a person or group to the wider community within an organization.

More simply again (Porter, Linda Galindo and O'malley, 2013: 8) explains accountability means keeping her promises and has three Facets: 1) Responsibility; 2) Self empowerment; and 3) Personal accountability. Accountability means keeping promises that contains three elements: 1) responsibility, encouragement of self, and 3) accountability themselves. They also explain about "the accountable leader, menurutnya accountability in an organization begins with the leader who refuse to make excuses, assign blame, or renege on agreements. Accountability leaders means leader who makes every expectation perfectly clear. Accountability defined in terms of meeting information requirements is not an end in itself, but rather a means to an end, which is always evaluation and decision-making by those who receive the information". Accountability is defined by (James and Cut, 2010: 2) in terms of meeting the needs of the information is not an end in itself, but a means to an end, which is always at the evaluation.

Relating to accountability is one way to evaluate (Bateman and Snell, 2009) argues that accountability is "Accountability means that the subordinate's manager has the right to expect the subordinate perform the job, and the right to take corrective action if the subordinate fails to do so. The subordinate must report upward on the status and quality of his or her performance of the task". In the development discourse of accountability leads to attempts excavation scheme that relies on the internal organizational aspects of professionalism on the other hand leads to social and political responsibility. Attempts to distinguish these two things have been done by (Boven, 2008) by distinguishing accountability as a policy and accountability as a social relation. Furthermore, Boven also describes some of the terms of accountability, namely; 1) Accountability parliamentary politics for the area; 2) legal accountability for the area of justice; 3) Accountability administrative for the administrative area; and 4) social accountability that leads to the relationship between public institutions to citizens. The indicators of accountability is the principal; 1) Maintaining the continuity of the school; 2) Facilitate the needs of teachers and students; 3) Empowering human resources, 4) Clarity of work, 5) Reports continue (Boven, 2008; Batemen and Snell, 2009; James and Cut, 2010).

Knowledge Supervision

Knowledge is a marker that we are different from other creatures. Described by (Supriyanto, 2013: 3) that are all caught our knowledge about an object that cover aspects of ontology (what), epistemology (how, why it happens) and axiology (what for). Another opinion is explained by Assegaf that knowledge can be defined as a collection of specific facts, ways and means to handle anything specifically (via conventions, trends, sequences, classifications, categories, criteria and structure). According to (Bloom, 1956) is the ability to recognize and remember the things that are learned and stored in memory, which can be extracted when required through the forms can recall. It may include methods, rules, principles and facts. The knowledge acquired by man through the learning process. (Bloom *et. al*, 1956) states that knowledge comes from learning

outcomes and the domain or region cognitive consists of six aspects, namely the knowledge, comprehension, application, analysis, synthesis, and evaluation. Makawimbang (2012) explains that supervision is a series of efforts to render assistance to teachers in the form of professional services provided by supervisors (principals and other coaches). "Supervision is the first level of management in an organization and is concerned and encouraging the members of a work unit to contribute positively toward accomplishing the organization goals and objective" (Rue dan Byars, 2006). More (Dadang, 2001) explains, supervision is the supervision of professionals in the academic field, is run by the rules of knowledge about his field of work, therefore, education can not be done by indiscriminate principals and had the appropriate expertise. That is why the term supervision in education called supervision. "Supervision is related directly to helping teachers with instruction but only indirectly to instructing students. Supervision is not the act of instructing students-that is, teaching-but rather the actions that enable teachers to improve instruction for student (Glickman, 2005)".

Based on the above, can be synthesized that knowledge of supervision is the cognitive ability to recognize and remember the theories relating to supervision to enhance the professionalism of teachers. The indicators knowledge of supervision, namely: 1) understand the term guidance and direction; 2) analyze the facts in helping solving the problem; 3) understand the classification of rewards and punishments; 4) understand the concept of providing implementation guidance work (Glickman, 2005; Rue dan Byars, 2006; Richard, 2006).

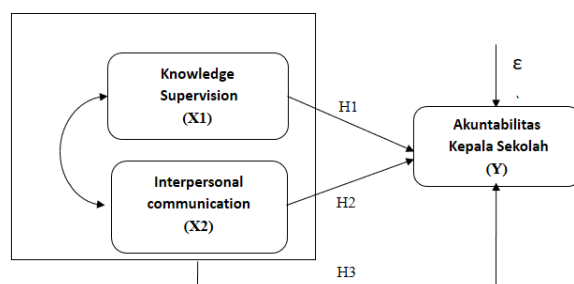
Interpersonal Communication

Myers *et al.*, (2012) communication as a means of reassessing and negotiating the psychological contract between employee and the organization. Communication can be referred for assessment and renegotiation of the contract between the employee and the psychology of work. But in this case, researchers will describe interpersonal communication between principals and subordinates. Here are some theories related. Based on the analysis (Miller, 1974) which is described by (DeVito, 2011) interpersonal communication is characterized by, and distinguished from, communication non-personal (impersonal) based on at least three factors, 1) prediction based on data from psychological, 2) Knowledge explains, 3) Rules which apply in person. (Miller and Steinberg, 1975) distinguishes between non-inter-personal communication and interpersonal communication based on the level of analysis that is used to make predictions in order to determine whether the communication is non-interpersonal and interpersonal. According to them there are three levels of analysis in determining prediction, namely cultural, sociological and psychological.

In the explanation (Richard, 2006) there are eight characteristics in interpersonal communication, namely; 1) Involve at least two people; 2) The existence of feedback; 3) Not to be face to face; 4) There should be aiming; 5) Generate some influence or effect; 6) Do not have to involve or use words; 7) Influenced by the context; and 8) Influenced by noise. The importance of interpersonal communication as stated (Effendi, 2009) Interaction formed between the speaker and the listener causing mutual understanding (mutual understanding), mutual respect, mutual respect based on the awareness that human beings deserve, entitled, and fair valued and respected as a human being. Interpersonal communication activities of the school, as happened in many other institutions, can only happen in school. When school built up personal relationships full of intimacy, openness, full of high trust, a sense of kinship, the interpersonal communication with *sedirinya* can run smoothly. Should be to foster a close relationship such, it must be open to each other, to be honest, respect, and appreciate one another in order to create harmony in the school. From the various descriptions above can be used to discuss a conceptual definition of interpersonal communication is a person's judgment against the perceived atmosphere in the process of interaction or exchange of messages in the form of actions, opinions and attitudes. The indicators are: 1) openness; 2) mutual respect; 3) familiarity; and 4) the relationship of kinship (Myers *et al.*, (2012; Miller and Steinberg, 1975; Richard, 2006).

Conceptual Framework

Based on the background, objectives and review of the literature, the conceptual framework of this study is as Figure 1 below.



Figur 1. Conceptual Framework

Based on the research objectives, the research hypothesis taken are as follows: 1) Knowledge of Supervision by partial effect on Accountability; 2) Interpersonal Communication affect the partial Accountability; and 3) Knowledge of Supervision and Accountability affect the Interpersonal Communication simultaneously.

III. Research Methods

The unit of analysis of this research is the principal of Junior High Schoolin Jambi Province, the study population of 550 Principals of Junior High Schoolin Jambi Province and the sample with a simple cluster sampling as many as 123 people. Method of quantitative analysis, with analysis tools with path analysis, the equation $Y = \beta_{yx_1}X_1 + \beta_{yx_2}X_2 + e$, where X_3 is variable Accountability principals, X_1 and X_2 variable coefficients Knowledge Supervision (X_1) and Interpersonal Communication (X_2). Data analysis tool application program SPSS version 22.0. Path analysis is one of the analytical tools developed by (Dillon and Goldstein, 1984). Wright developed a method to determine the direct and indirect effect of a variable, where there are variables that influence (exogenous variables) and variables that are affected (endogenous variables)(Hapzi Ali & NandanLimakrisna, 2013:137). Once analyzed with path analysis, followed by analysis test of determination (R Square), testing the hypothesis partially (t test) and simultaneous (test F) the error tolerance level of 5 percent. Before the first process path analysis in test research instruments (questionnaire) to test the validity and reliability as well as classical assumptions.

IV. Results and Discussion

Coefficients Analysis

Model good path analysis equation is eligible classical assumptions, include all normal and homogeneous distribution data. From the previous analysis has proven that the model equations are proposed in this study meets the requirements of the classical assumption that the model equations in this study is considered good. Path analysis is used to test the hypothesis partially and simultaneously influence exogenous variables on endogenous variables. Based on path analysis coefficient using SPSS 20.0 was obtained results as shown in Table 2 below:

Table 2. Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	41.469	3.828		10.832	.000
	Knowledge Supervision X_1	1.343	.159	.461	8.466	.000
	Interpersonal Communication X_2	.436	.045	.521	9.851	.000

a. Dependent Variable: Accountability Principals_Y

Source: The results of data processing with SPSS 22:00

From Table 2 above were obtained results of path analysis coefficient: $Y = \beta_{yx_1}X_1 + \beta_{yx_2}X_2 + e$; $Y = 0,436.X_1 + 0,521.X_2$. Description: $Y =$ Accountability Principals; $X_1 =$ Knowledge Supervision, and $X_2 =$ interpersonal communication. This equation can be interpreted that the variable Supervision and Interpersonal Communication Sciences has a coefficient which marked positive direction toward accountability of principals. Knowledge path coefficient value variable to variable Supervision Accountability principal is the path coefficient of 1,343 Interpersonal Communication variable to variable Accountability Principal amounted to 0436. Interpersonal communication path coefficient greater than Knowledge path coefficients Supervision.

Determinasion Analysis (R^2)

To see the total effect of variable Knowledge Supervision (X_1), Interpersonal Communication (X_2) to the Accountability of Principals (Y) can be seen from the coefficient of determination R^2 as shown in Table 3 below:

Table 3. Test Results R^2

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.920 ^a	.846	.844	4.428
a. Predictors: (Constant), Knowledge of Supervision X_1 , Interpersonal Communication X_2				
b. Dependent Variable: Accountability Principals_Y				

Source: The results of data processing with SPSS 22:00

The R value of 0.920 indicates a correlation double (Supervisory Knowledge and Interpersonal Communication) with the Accountability of Principal. Taking into account the variations in the value of R Square of 0.846 which indicates the magnitude of the role or contribution of Knowledge Supervision and Interpersonal Communication were able to explain the variable Accountability of Principals by 76% and the remaining 24% is influenced by other variables. Other variables that can affect the performance such as the Accountability and Organizational Culture, Organizational Climate, Leadership Style, Organizational Commitment, (Limakrisna, ZulkiZulkifli, Hapzi Ali: 2016). Besides, other variables such as the results of the study in question is (Mukhtar, Risnita, M. ShoffaSaifillah, Hapzi Ali, 2016), That the Knowledge Management and Work Commitment positive and significant impact on service satisfaction and impact on Accountability.

Partial Analysis (t test) and simultaneous Analysis (F test)

Assessment of the effect of partial aims to test whether each independent variable (exogenous) significantly influence the dependent variable (endogenous) partially with $\alpha = 0.05$ and also the acceptance or rejection of the hypothesis. Partial test (t test) to answer a hypothetical one and two of this study.

Table 4. t Test Results (Partial)

No.	Variabel Bebas	t	Sig.
1	KnowledgeSupervision_X ₁	8.535	0.000
2	Interpersonal Communication_X ₂	3.676	0.000

Source: The results of data processing with SPSS 22:00

From Table 4 above the figures obtained t count variable X₁ for 8535, due to the value of $t > t$ table ($8535 > 1657$), then Ho is rejected and H1 accepted, meaning partially significant effect of Knowledge Supervision (X₁) to the Accountability of principal. In addition, also for the test based on significance testing, can be seen from the output of significance of 0.000, due to number more significance level of < 0.05 ($0.000 < 0.05$), it can be concluded that the Knowledge Supervision affect the Accountability of Principal, so the first hypothesis is accepted. Furthermore, in Table 4 above figures obtained t arithmetic variable accessibility (X₂) of 3676, due to the value of $t > t$ table ($3,676 > 1,657$), then Ho is rejected, meaning a partial no significant effect of Interpersonal Communication on the Accountability of Principal. In addition, also for the test based on significance testing, can be seen from the output of significance of 0.000, due to the significance level figures much of < 0.05 ($0.000 < 0.05$), it can be concluded that Interpersonal Communication affect the Accountability of Principal, thus the second hypothesis is accepted. To answer the third hypothesis that knowledge Interpersonal Communication Supervision and Accountability The principal influence on simultaneously can be seen from Table 5 below.

Table 5. Test results F (Simultaneous)

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	12973,774	2	6486,887	330,801	.000 ^b
	Residual	2353,153	120	19,610		
	Total	15326,927	122			
a. Dependent Variable: Accountability Principals_Y						
b. Predictors: (Constant), KnowledgeSupervision_X ₁ , InterpersonalCommunication_X ₂						

Source: The results of data processing with SPSS 22:00

From Table 5 above (Table Anova) obtained F count equal to 330.801 larger than F table 3:07 ($330.801 > 3:07$) and significant value of 0.000 is less than 5 percent ($0.000 < 0.05$). Then the null hypothesis (H0) is rejected and the hypothesis alternative (H1) is accepted, meaning that there is significant influence variable Knowledge Supervision (X₁) Interpersonal Communication (X₂) to the Accountability of Principals (Y) at the head of Junior High School in Jambi province jointly (simultaneously), Thus, the third hypothesis is accepted.

1. Effect Supervision of the Accountability Principal

Knowledge Supervision affectof the Accountability Principal it is interpreted that the better Knowledge of Supervision which is owned by Principals will be better the Accountability of Principal. Knowledge of Supervision is the cognitive ability to recognize and remember the theories relating to Supervision to enhance the professionalism of teachers. Someone with this impulse hoping to achieve and surpass goals and develop its success, Knowledge (Bloom, 1956) is the ability to recognize and remember the things that are learned and stored in memory, which can be extracted when required through the forms can recall. It may include methods, rules, principles and facts. While Supervision (Glickman, 2005) issupervision is related directly to helping

teachers with instruction but only indirectly to instructing students. Supervision is not the act of instructing students - that is, teaching-but rather the actions that enable teachers to improve instruction for students.

From the above Knowledge elaborated Supervision indicators: knowing the term guidance and direction; analyze facts in helping solving the problem; understand the classification in rewards and punishments; know the concept of providing implementation guidance work. The findings of this study, reinforced by research conducted by (Khaharuzzaman, 2011), studies proved that: Knowledge of Supervisory and Interpersonal Communication teacher at Junior High School in both categories.

2. Effect Interpersonal Communication of the Accountability Principals

Interpersonal Communication styles affect the Accountability of Principals it is interpreted that the better condition of Interpersonal Communication of the Principal of Junior High School in Jambi Province will be better the Accountability of the Principal of the Junior High School Principal. According to (Robbins, 2006) Interpersonal Communication is very important to support smooth Communication within the Organization. From the above description can be formulated a conceptual definition of Interpersonal Communication is a person's judgment against the perceived atmosphere in the process of interaction/exchange messages with actions, opinions and attitudes. The indicator is: openness; mutual respect; familiarity; and a sense of family relationships. The findings of this study, reinforced by research conducted by (Faisal Alhabib, 2013; Edgeron and Kristonis 2006)) with the results of the study are a significant influence participatory leadership, interpersonal communication and organizational commitment to performance Teacher High School District, North Bengkulu.

3. Knowledge Effect of Interpersonal Communication Supervision and the Accountability Principal

Knowledge of Supervision and influence Interpersonal Communication together, both directly and indirectly to the Accountability of Principal. Where if, Knowledge of Supervision and better Interpersonal Communication is given to the principals will be better of the Accountability of School Principals. This is consistent with the results of the research (Lunenburg, 2010) states that there is a significant relationship between knowledge Supervision and Accountability Interpersonal Communication to the Leader. Knowledge of Supervision described by the indicator; knowing the term guidance and direction; analyze facts in helping solving the problem; understand the classification in rewards and punishments; know the concept of providing implementation guidance work. While the indicator is Interpersonal Communication; openness; mutual respect; familiarity; and a sense of family relationships. Leaders can perform the task effectively if it is able meberdayakan all the resources available. Manager or leader manages five main types of resources: human (man); money (money); machines (machine) including other facilities and energy; material (material); Information Technology (Information technology) including database. Other resources can also be a market (market) and method (method), (Hapzi Ali, 2009: 49)

4. Correlation Between Dimensions

Based on Table 6, we can see the relationship between the variables X₁ and X₂ dimensions to the dimensions of the variable Y as indicated by the value of the Pearson correlation between dimensions respectively. The greater the value of Pearson correlation, the stronger the relationship, it can be seen the dimensions of variables that have the highest R value and dimension variables that have the lowest value of r.

Table6. Matrix Correlation Between Dimensions

Variable	Accountability Principal	
	Dimensions/ Indicators	Correlation (r)
Knowledge of supervision	Knowing the term guidance and direction	0.383
	Analyze facts in helping solving problem	0.330
	Understand the classification in rewards and punishments	0.267
	Know the concept of providing implementation guidance Works	0.208
Interpersonal communication	Openness	0.222
	Mutual respect	0.835
	Familiarity	0.983
	Relationships sense of kinship	0.921

Source: The results of data processing with SPSS 22:00

Based on Table 6 above, obtained figures for the value of r which is the highest for the variable X₁ is the correlation between the indicators of “knowing the term guidance and direction” (variable Knowledge Supervision) with the accountability of the principal that is equal to 0.383. This condition illustrates that the Accountability of the Principal changes in the variable (Y) predominantly influenced by the indicator “know the term guidance and direction” to the Knowledge Supervision.

The highest correlation value is a correlation between the dimensions of “intimacy” (Interpersonal Communication variables) with the Accountability that is equal to 0.983. This condition illustrates that changes in Accountability variable (Y) predominantly influenced by the dimension of “familiarity”.

V. Conclusions and Recommendations

Conclusion:

Conclusion The study analyzes the influence of Supervision and Interpersonal Communication Sciences of the Accountability Principal of SMP in Jambi province are:

- 1) Knowledge Supervision positive and significant effect on the Accountability Principal SMN N Provisni Jambi. The better the knowledge Supervision owned by principals will be more satisfied also the principals in the work. Supervision knowledge consists of indicators: knowing the term guidance and direction, analyze the facts to help solving the problem, understand the classification in rewards and punishments, knowing the concept of providing implementation guidance work;
- 2) Communication Interpersonal positive and significant effect on the Accountability Principal SMN N Provisni Jambi. The better and better Interpersonal Communication Principal, the Principal will increase accountability. Interpersonal communication indicator is: transparency, mutual respect, friendship and kinship relations.
- 3) Knowledge and Interpersonal Communication Supervision positive and significant impact on the Accountability Principal SMN N Provisni Jambi. The better the knowledge Supervision owned by principals will be more satisfied also the principals in the work. Supervision knowledge consists of indicators: knowing the term guidance and direction, analyze the facts to help solving the problem, understand the classification in rewards and punishments, knowing the concept of providing implementation guidance work. The Begiti also nice and good Interpersonal Communication Principal, the Principal will increase accountability. Interpersonal communication indicator is: transparency, mutual respect, friendship and kinship relations.

Technical Recommendation:

- 1) Knowledge Supervision for the indicator "know the concept of providing implementation guidance work", need to get the attention of the Principal of SMP N Jambi province Because it has the Lowest score apart from indicators: knowing the term guidance and direction, analyze the facts to help solving the problem, understand the classification of the provision of reward and punishment.
- 2) Head of SMP N Jambi Province Interpersonal Communication needs to improve, especially in the dimension of "openness" that subordinates still get a feeling of safety and comfort in work.

Academic Recommendation:

This study needs to be followed up again to see what factors can affect Accountability Principal of SMP N in Jambi province; Accountability Principal still influenced by many other factors, apart from knowledge Supervision and Interpersonal Communication, therefore it needs a more comprehensive study, in order to answer any other factors that affect Accountability Principal.

References

- [1] Bateman & Snell, (2009). *Management, Leading and Collaborating in Competitive World*, Mcgrow Hill. New York.
- [2] Bovens, Mark. (2008). *Two Concepts of Accountability*. Utrecht: Utrecht School of Governance, Utrecht University, 2008, hal. 8.
- [3] Bloom, B. S. ed. *et al.*(1956). *Taxonomy of Educational Objectives: Handbook 1,Cognitive Domain*. New York: David McKay Byars.
- [4] Carl D., Glickman. (2005). *Supervision and Instructional Leadership A Developmental Approach*. Allyn and Bacon Inc. Boston.
- [5] Devito, Joseph. (2011). *The human communication*. Karisma Publishing Group: South Tangerang.
- [6] Djiwandono, Sri Esti Wuryati. (2006). *Educational Psychology*. PT. Grasindo. Jakarta.
- [7] Dillon, W.R. dan Goldstein. M., (1984). *Multivariate Analysis Methods and Application*. John Wiley & Sons, New York.
- [8] Edgerson and Kristonis. (2006). Analysis of the Influence of Principal –Teacher Relationships on Student Academic Achievement: A National Focus. *National Journal For Publishing And Mentoring Doctoral Student Research*. VOLUME 1, NUMBER 1, 2006.
- [9] Efendi, Ferry. (2009). *Developmental Psychology*. Erland: Jakarta.
- [10] Faisal Al Habib, (2013). Participative Leadership Style Influence, Interpersonal Communication and Organizational Commitment on the Performance of High School Teachers North Bengkulu. *Disertasi*. UNJ.
- [11] Hapzi Ali, H., Nandan, N.L., (2013). *Research Methodology*. Edisi 1, Cet. 1, Deepublish, Yogyakarta.
- [12] Hapzi Ali, 2009, *Management Information Systems, Information Technology*. ISBN: 978-979-19304-8-2, Hasta CiptaMandiri, Yogyakarta.
- [13] Hawari, Dadang. 2001. *Management of Stress, Anxiety, and Depression*. Faculty. Medicine, University of Indonesia: Jakarta.
- [14] James Cutt and Vic Murray, (2010). *Accountability and Effectiveness Evaluation in Profit Organization*. Routledge. London and NewYork.
- [15] Kaharuzzaman, (2011). Knowledge of Supervision and Motivation Interpersonal Communication with Teachers in Junior High School district. Tualang district. Siak. *Dissertation*. UNJ.

- [16] Limakrisna, Nandan, Zulki Zulkifli dan Hapzi Ali. 2016. Model of Employee Performance : The Empirical Study at Civil Servants in Government of West Java Province, *International Economic Research (IJER)* © Serials Publications 13(3), www.serialsjournal.com, ISSN: 0972-9380, **Scopusindex** 0.123 (Q3), New Delhi, Vol. 13, No. 3, page [707-719].
- [17] Lunenburg, Fred C. (2010). The Principal and the School: What Do Principals Do?. *National Forum of Educational Administration and Supervision Journal*. Volume 27, number 4, 2010.
- [18] Lloyed L., dan Rue, Leslie W. (2006). *Human Resource Management*. 8edition. MCGraw-Hill.
- [19] Mukhtar, Risnita, M. Shoffa Saifillah, Hapzi Ali, 2016. Effect of Knowledge Management and Work Commitment to Employees Satisfaction Services (Study on Teacher Madrasah Aliyah Country Jambi Province). *International Economic Research (IJER)* © Serials Publications 13(5), www.serialsjournal.com, ISSN: 0972-9380, **Scopusindex** 0.123 (Q3), New Delhi, No. 13, Issue No. 5, page [2253-2266].
- [20] James Cutt and Vic Murray, (2010). *Accountability and Effectiveness Evaluation in Profit Organization*. Routledge. London and New York.
- [21] Leslie W. Rue & Lloyed L. Byars. (2010). *Supervision Key link to Productivity; Tenth edition*. Mc Graw Hill. New York.
- [22] Miller, G.A. (1974). *Prentice Psychology and Communication in Social Conflict*. Englewood Cliffs -Hall, Inc.
- [23] Makawimbang, Jerry. (2012). *The Quality Education Leadership*. Alfabeta: Bandung.
- [24] Myers, Sally Hulks & Wiggings, (2012). *Organizational Change: Perspective on Theory and Practice*. Oxford University Press.
- [25] Miller, G.R. dan Steinberg M. (1975). *Between People a New Analisis of Interpersonal Communication*. Chicago: Science Research Associates.
- [26] Porter, Linda Galindo & O'malley. 2013. *Where Winners Live: Sell more, Earn More, Achieve more Through Personal Accountability*. Jossey Bas. USA.
- [27] Rasul, Syahrudin. 2012. *Integrating Performance and Budget Accountability System in the Perspective of Law NO. 17/2003 About State Finance* (Jakarta: PNRI), <http://www.kajianpustaka.com/2012/12/theory-akuntability.html>.
- [28] Piers Myers, Sally Hulks, and Liz Wiggings. (2012). *Organizational Change. Perspectives on Theory and Practice*. First Edition. publishing worldwide. Oxford University Press.
- [29] Robbins, Stephen P. (2006). *Organizational behavior*. The tenth edition. Jakarta: PT Gramedia Group Index.
- [30] Richard L. (2006). *Management*. Sixth Edition. Jakarta: Four Salemba.
- [31] Stefanus Supriyanto, (2013). *Science Phylosophy*. Prestasi Pustaka. Jakarta.
- [32] Turner, Mark and Hulme, David, Governance. 2012. *Administrasi and Development : Making The State Work* (London: MacMillan Press Ltd). Retrieved on <http://www.kajianpustaka.com/2012/12/teori-akuntabilitas.html>.
- [33] Yamin, Martinis dan Maisah. (2010). *Standardization of Teacher Performance*. Gaung Persada: Jakarta.