Principal Academic Supervision in Improving Teacher Teaching Performance

Endrik Ratnawati[1*], Rofiatul Hosna[2]
[1,2]Islamic Education, Universitas Hasyim Asy'ari
*Email: endrikratna@gmail.com

ABSTRACT
This research examines the academic supervision of school principals in improving the teaching performance of teachers at the Islamic Junior high school Madrasatul Qur'an Tebuireng Jombang. The research methodology used in this research is a qualitative method, which uses data collection techniques through interviews with school principals and teachers at the Islamic Junior high school Madrasatul Qur'an Tebuireng Jombang. This research aims to find out how to improve the teaching performance of teachers at the Islamic Junior high school Madrasatul Qur'an Tebuireng Jombang, what is the process of academic supervision of school principals in improving the teaching performance of teachers at the Islamic Junior high school Madrasatul Qur'an Tebuireng Jombang, and what are the supporting and inhibiting factors for academic supervision principal in improving the teaching performance of teachers at the Islamic Junior high school Madrasatul Qur'an Tebuireng Jombang. Academic supervision is a collaborative effort that has been defined as providing technical assistance to teachers and school staff in carrying out and facilitating the learning process. The aim is to improve the professional skills of teachers and staff, as well as to support student's academic progress. The principal is a supervisor in academic supervision.

Keywords: Academic Supervision; Headmaster; Teacher's Teaching Performance

INTRODUCTION

Education is the process of developing the human mind and is an important ability of humans as thinking creatures. It is hoped that this thinking training can further increase intelligence, especially in solving problems in life (Lukman Ali & Muhammadong, 2022). Education can take place in formal, non-formal, and informal settings. Formal education is education that consists of components, namely early childhood education (PAUD), basic education (SD), secondary education (SMP, SMA), and higher education. School is formal education. Non-formal education is outside formal education and can be carried out systematically and gradually, for example, through extracurricular activities and organizations. Informal education is a method that originates from the family, community, or social environment.

Schools are educational institutions, and teachers are important human resources as teaching staff who need to be continuously nurtured and developed (Hartanto, 2015). Teachers are usually considered the most important key element in the learning process in schools because they interact directly with students. Teachers should emphasize that the learning process is an important part of providing quality education to students.

Educators play a big role in implementing the learning process in the classroom and students are the target group for learning. Quality learning must start with quality preparation. Therefore, school institutions need the supervision of school principals. Supervision aims to change the mindset of teachers so that they can carry out their duties professionally with full dedication.

Improving the quality of learning in schools requires qualified and professional teaching staff. Quality professional teachers are assessed by the teaching performance provided in the learning process. The qualifications of a teacher as an educator in various learning processes are very important (Ulfadilah et al., 2022). Teachers play an important role in the success of the learning process and to enable them to fulfill their role as well as possible, continuous development of competencies, skills, coaching, and deepening of knowledge is needed to achieve good learning goals so that they can carry out their functions

correctly. Apart from teachers, school principals have important responsibilities in the progress of school institutions. Apart from being a leader, the principal also plays the role of educator, manager, administrator, supervisor, innovator, and motivator. The school principal is the driver of teaching and learning activities and is tasked with guiding and evaluating the teaching performance of teachers and staff (Munawir Pohan, 2018).

Apart from teachers, principals play a very important role in the school environment in controlling whether teachers and students can meet educational goals. For this reason, it is hoped that school principals will be able to act as superior supervisors who can coach, guide, and motivate educators. In carrying out his duties, as a school leader he is expected to be able to manage all his responsibilities competently, this includes issues related to the learning process, student affairs, administration, relations with the community, as well as the infrastructure needed to manage the learning process. In the national education system legislation, to become a school principal, a person is required to be truly able to fulfill several academic and other requirements. Because progress, including the quality of schools, depends on who manages them (Sabariah, 2021). For this reason, the right and good school principal is one who continues to develop his leadership potential.

Improving teacher teaching performance has an important role in improving the quality of teaching and learning in schools, which will later influence the quality of graduates and the achievement of national education goals. For this reason, educators are required to improve their teaching abilities. School principals play a very important role in helping improve the performance and teaching potential of educators.

The definition of performance is the behavior or activities shown by a person through certain activities. Teacher performance refers to the preparation, implementation, and success of an educator in carrying out teaching and learning interactions in the classroom. Teachers need four basic skills to do their work: pedagogical skills, social skills, personality skills, and professional skills (Jaya, 2017). Therefore, to achieve these three competencies, schools must provide teacher training, including through supervision.

Several factors support and inhibit a teacher from achieving maximum teaching performance. These factors come from internal and external factors. This includes: providing work motivation, work discipline, work ethics, education, management in leadership, social security, skills, salary, income level, infrastructure, and technology. In order to determine whether a teacher's teaching performance is progressing as expected, an assessment of their performance is carried out (Lailatussaadah, 2015).

One form of supervision that plays an important role in improving teacher-teaching performance is academic supervision. Academic supervision does not just evaluate the performance of educators but also contributes to developing teacher skills and helping educators to carry out their duties and obligations in order to perform appropriately. Academic supervision provides technical support to teachers and instructors in implementing and supporting the learning process, with the aim of improving the professional skills of educators to effectively improve the quality of learning (Zulfakar et al., 2020), and encourage students' academic progress. Academic supervision uses monitoring techniques, guidance, assessment, and providing feedback to teachers.

Supporting teacher professional development focuses on coaching which aims to develop and improve teacher professional skills in the classroom. Professional teachers have more professional skills with various capacities as teachers. Professional educators usually have a lot of good teaching experience, have a sense of morals, responsibility, intellectual ability, discipline, piety, a fairly broad understanding of pedagogy, are qualified, skilled, creative, have good management skills, have openness, and are able to develop plans. study of good students (Risdiany & Herlambang, 2021).

Supervision in language is super and vision which means checking from the top or monitoring and evaluating (Emrinawati Hasibuan, Sufyarma Marsidin, Rifma, 2022). Supervision is a coaching, monitoring, and evaluation activity designed to help teachers improve their performance. A person who supervises is a supervisor, and one of the supervisors at a school is the principal and is also a professional. There are different types of supervision: general, teaching, clinical, academic, administrative, and institutional. Although each type of supervision in schools has different roles and objectives, they all aim to improve the quality of education, support teacher professional development, and increase student achievement. Supervision activities are very important in the world of education and must be carried out. One of them aims to help teachers improve their learning process in order to improve their teaching performance.

In education, supervision is carried out based on two things, namely curriculum development which

is the first step towards continuous improvement in teaching, and teacher development, namely the development of teaching staff members who are actively involved in the organization's internal environment. The purpose of supervision is not only to ensure that teachers carry out their duties according to established procedures but also to assist teachers in finding ways to improve the learning process (Bestari et al., 2023).

The education sector requires supervisors or supervisors who can discuss and support professional development in order to foster the right professional character. With this, the principal is fully committed to implementing learning at school and interacting with the local community. He has the task of encouraging teachers, staff, and students to develop curriculum, plan and manage learning in schools, as well as monitor and support the welfare of teachers and staff. All of this is part of the principal's duties. The principal's duties are part of the supervision function which is his responsibility (Waston & Taryanto, 2018).

The principal who plays the role of supervisor is a person who plays an important role in supporting and developing educators and staff to improve the quality of school services. As a supervisor, the principal has several responsibilities. Some of the responsibilities of a supervisor are: (1) Helping teachers and staff to develop programs in order to maximize their potential. (2) Supporting the development of teaching skills and competencies of teachers and staff (3) Continuously evaluating teacher and staff skills and progress. overall educational program (Pendidikan et al., 2023).

An important function of academic supervision is to provide guidance to teachers and to improve the learning system. Academic supervision requires conceptual, interpersonal, and technical skills to function well and effectively. Because of this, school principals are required to be able to apply effective teaching techniques when providing learning guidance (Wahyudi & Narimo, 2019).

Before carrying out supervision, the school principal must prepare a plan which includes supervision plans, learning tools, supervision analysis, supervision tools, and supervision techniques. Evaluation in supervision must be based on existing data so that it is possible to determine which parts should be developed and how to carry out the development (Jumiati, 2020). Considering that teacher professionalism is very important in improving and maintaining teacher professionalism (Holloway, 2021), the implementation of learning guidance by school leaders is expected to have a positive impact on improving professional teachers (Canu & Sitinjak, 2023). Being a supervisor cannot be separated from the challenges one may face in carrying out their duties. When faced with a problem, supervisors must adapt to the situation they face. Therefore, supervisors need principles to serve as a basis, guidelines, and guidelines for actions and policies that they will take (Wong et al., 2023).

The basic principles needed to ensure that academic supervision is carried out effectively, namely:

a. Practical, namely something that is easy to implement depending on the school situation.
b. Can be developed systematically, that is, it can be planned carefully and adapted to learning objectives.
c. Objective, namely providing advice according to the instructions given.
d. Real or realistic, the meaning is that the meaning is in accordance with existing facts.
e. Anticipatory, means being able to handle problems that may arise.
f. Constructive, is able to encourage creativity and innovation of educators in the teaching and learning process.
g. Cooperative or cooperation. Refers to good collaboration between supervisors, teachers, and teaching staff to improve learning.
h. Kinship or family, namely mutual honing, nurturing, and loving in the development of the teaching and learning process.
i. Democracy, namely that supervisors must be open in carrying out supervision.
j. Active, means that supervisors and teachers must participate actively.
k. Humanism, namely the ability to build harmonious relationships.
l. Continuous or continuous, meaning that supervision is carried out routinely and continuously.
m. Integrated or integrated, meaning that it can be integrated into existing educational programs.
n. Comprehensive, namely capable of achieving supervision goals (Herawati et al., 2015).
o. The principles mentioned above are guidelines that must be followed when carrying out supervision. Therefore, school principals are required to understand the basic principles of supervision correctly.

Academic supervision is the main task of educational administration, namely control to ensure that the education provided is good and of good quality. Therefore, educators, school principals, and supervisors must take full responsibility and carry out their duties well to create a humane, dynamic academic atmosphere, with clear goals for progress and a conducive atmosphere.

The results of the implementation of supervision are then followed up to have a good and real impact on professional educators. This follow-up usually takes the form of coaching, recognition, workshops, reinforcement, awards for educators who have met standards, providing pedagogical warnings for educators who do not reach standards, and providing guidance, teachers also have the opportunity to participate (Mediatati & Jati, 2022).

In order to improve the professionalism of educators, several factors cannot be underestimated, namely openness in terms of school management, motivation, guidance, and carrying out supervision ideally according to good and correct work procedures. By improving the quality of learning, it is hoped that student academic achievement will increase and the quality of graduates will also increase. Therefore, school principals are expected to understand their role as administrators in schools and be able to lead their schools towards better progress (Waston & Taryanto, 2018).

Academic supervision techniques are divided into two categories:

a. Individual supervision techniques. These techniques are performed separately. This technique is carried out to determine the quality of learning. There are five types of individual methods: class observation, class visits, evaluation, visiting classes, and holding individual meetings.

b. A group supervision technique is a supervision technique that targets two or more people. Provide services tailored to the problems they are facing. There are several methods of group supervision, including group work, committees, committees, teacher conferences, group meetings, study lectures, discussions, and professional organizations.

There are various approaches implemented by supervisors in carrying out academic supervision, namely the direct approach, indirect approach, and collaborative approach (Kurniati, 2020). Supporting factors that can help improve educators' teaching performance through academic supervision include socialization of implementation plans, availability of resources, well-structured follow-up programs, involvement of a more professional support team, and include evaluation of learning implementation. There are obstacles in the implementation of supervision and supervision, especially time allocation, work structure, and lack of understanding of the objectives of supervision and supervision. Therefore, to increase the effectiveness of supervision to improve teacher teaching performance, it is necessary to identify obstacles and efforts to overcome them.

The implementation of supervision is expected to have a positive impact on the formation of professional teachers. This is because teacher professional development can influence teacher behavior and daily classroom activities. Teacher professionalism can be achieved if the educational institution where the teacher works pays attention to training, coaching, professional development, support, and motivation.
.

METHOD

The methodology used in this research is a qualitative method. The data source obtained is in the form of interviews with school principals and teachers. This research was carried out by exploring data from sources. The research location was carried out at the Islamic Junior high school Madrasatul Qur'an Tebuireng Jombang. The title of this research is "Academic Supervision of School Principals in Improving Teacher Teaching Performance at the Islamic Junior High School Madrasatul Qur'an Tebuireng Jombang". This research aims to find out how to improve the teaching performance of teachers at the Islamic Junior high school Madrasatul Qur'an Tebuireng Jombang, what the process of academic supervision of the principal in improving the teaching performance of teachers at the Islamic Junior high school Madrasatul Qur'an Tebuireng Jombang, and what are the supporting and inhibiting factors for the principal's academic supervision schools in improving the teaching performance of teachers at the Islamic Junior high school Madrasatul Qur'an Tebuireng Jombang. The resource person interviewed was the school principal, Mr. Fuad Taufiq, S.Ag. M.Pd,. and then Mr. M. Ischak, S.Pd.I as a teacher at the Islamic Junior high school Madrasatul Qur'an Tebuireng Jombang. In interviews conducted, researchers collected information data about the principal's academic supervision in improving the teaching performance of teachers at the Islamic Junior high school Madrasatul Qur'an Tebuireng Jombang.

RESULT AND DISCUSSION

The form of improving teacher teaching performance at the Islamic Junior high school Madrasatul Qur'an Tebuireng Jombang is good, supervision can help teachers improve teaching performance. The approach technique used uses a clinical approach, which is applied using a continuous method through pre-observation, learning observation, and post-observation stages so that it can increase the teaching professionalism of educators. According to one of the teachers at the Islamic Junior high school Madrasatul Qur'an Tebuireng Jombang, namely Mr. M. Ischak.

The clinical approach to academic supervision focuses on enhancing learning through planning, organizing, and implementing. This approach involves supervisors and teachers in the process, creating an atmosphere of warmth, familiarity, and openness. This approach aims to improve the quality of the learning process and the relationship between school principals and teachers in solving problems. This approach uses a collaborative process between supervisors and educators to solve learning problems and consider which supervision strategies are appropriate for different teacher models (Apriono, 2013).

Mr. Fuad Taufiq as the school principal emphasized that with every change there must be an improvement. However, if there is to be an improvement there must be follow-up if there is none then there is no improvement. The follow-up carried out is special coaching, workshops, training, and book reviews as a follow-up to academic supervision. The principal held a book review entitled Teaching as Fun nowadays. By holding this book review it is hoped that it can motivate teachers in teaching. The training was held in collaboration with the Surabaya training center, intended for teachers who did not or could not fully understand the independent curriculum material.

After carrying out academic supervision, follow-up is carried out which aims to improve the quality of learning, help teachers to develop their potential, motivate teachers, and provide learning evaluations to teachers. By holding follow-up, it is hoped that it will be able to improve teacher teaching performance, as well as improve the quality of learning.

Academic supervision is a type of coaching activity in which teachers and teaching staff receive technical assistance in implementing and improving the learning process in the classroom, to increase the professional development of educators and improve teacher performance, and encouraging students' academic progress (Nurul Fahmi et al., 2018). Academic supervision is supervision that focuses on academic problems.

The results of interviews conducted by researchers with the principal of the Islamic Junior high School Madrasatul Qur'an Tebuireng Jombang, Mr. Fuad Taufiq, who discussed the principal's academic supervision process in improving the teaching performance of teachers at the Islamic Junior high school Madrasatul Qur'an Tebuireng Jombang, namely planning, implementation, evaluation and so on. follow-up. Supervision at the Islamic Junior high school Madrasatul Qur'an Tebuireng Jombang is carried out for one and a half months, starting from September to December. In the supervision process, there are instruments, namely creating a program, creating a supervisory decree, creating a supervision assessment team, and planning schedules for implementing the supervision assessment. Mr. Fuad Taufiq said that in carrying out supervision, not only the school principal is the supervisor, but also teachers who are considered senior, to help in implementing academic supervision. This year there are eight teachers appointed as supervisors.

In implementing supervision at the Islamic Junior high school Madrasatul Qur'an Tebuireng Jombang, supervisors usually do several things, namely carrying out assessments, several important things are assessed, namely how the learning process is carried out, the completeness of learning administration, including whether there are lesson plans or not, and readiness to teach. Once completed, the supervisor reports the results of the assessment to the principal, and then the principal, Mr. Fuad Taufiq, carries out a follow-up. The follow-up model used is carrying out special coaching, holding workshops, training, and book reviews.

Furthermore, according to the results of an interview with Mr. M. Ischak as a teacher at the Islamic Junior high school Madrasatul Qur'an Tebuireng Jombang, the supervision carried out by the principal is good to help educators improve learning and become more competent so that they can improve student learning. The approach used is a clinical approach which is carried out continuously through several stages, namely pre-observation, learning observation, and post-observation to increase the professionalism of educators.

Academic supervision carried out is a way to improve teacher teaching performance. Supervision is carried out by supervising and evaluating teachers. After carrying out supervision, a supervisor carries out an assessment, the things that are assessed are usually how the learning method or process is carried out, what preparations the teacher made before carrying out the lesson, mastery of the subject matter, and the teacher's personality. The results of supervision can help teachers improve teaching performance.

In every activity, there were always supporting and inhibiting factors, one of which was the implementation of the school principal's academic supervision. Several things may be supporting and inhibiting factors depending on the implementation and context. Supporting factors are a systematically programmed supervision program, support, harmonious relationships, good preparation on the part of the parties, good preparation, programmed supervision, and a willingness to improve quality. Furthermore, inhibiting factors that may often occur include implementation time, limited resources, lack of understanding, lack of readiness, lack of infrastructure, disharmony, supervision processes that are not structured systematically, and the absence of follow-up.

From the results of the interview with the principal, Mr. Fuad Taufiq, he mentioned several supporting and inhibiting factors for academic supervision at the Islamic Junior high school Madrasatul Qur'an, supporting factors, namely, length of work or years of service as a teacher, usually senior teachers have a lot of experience, the higher the level of education. the more knowledge teachers gain, the more complete the references the teacher gets, and the better the program is prepared. Furthermore, the inhibiting factors are the age factor, usually older people do not really follow the existing curriculum development patterns, and the time factor, the process of using this time cannot be maximized.

It was also mentioned several supporting and inhibiting factors occurred in the principal's academic supervision in improving the teaching performance of teachers at the Islamic Junior high school Madrasatul Qur'an Tebuireng Jombang according to Mr. M. Ischak as a teacher at the Islamic Junior high school Madrasatul Qur'an, he mentioned several things regarding supporting factors, namely conducive school culture, adequate infrastructure, providing motivation to teachers, and providing training to teachers. Furthermore, an inhibiting factor is that the implementation of supervision sometimes does not run as planned, because it coincides with other schedules.

Several things can overcome inhibiting factors, namely good cooperation, school principals are required to plan well-organized supervision plans, follow-up, provide guidance and school principals are required to assist teachers.

Supporting factors that might help in implementing academic supervision are:

a. Socialization of the schedule for implementing academic supervision. With this socialization first, it is hoped that school principals and teachers can prepare themselves and arrange schedules.
b. There is availability of resources, such as learning tools, references, and adequate teaching and learning facilities to support the smooth implementation of supervision.
c. The existence of a follow-up program, a structured follow-up program such as program planning, strategy, and evaluation can help in preparing academic supervision plans.
d. Involvement of a team of assistants, involving a team of professional supervisory assistants, such as senior teachers.

With these supporting factors, it is hoped that it will be able to help academic supervision run well, smoothly, and effectively (Faizatun & Mufid, 2020).

CONCLUSIONS

The form of improving teacher teaching performance at the Islamic Junior high school Madrasatul Qur'an Tebuireng Jombang is quite good, supported by a clinical approach that is carried out continuously and the follow-up carried out by the principal is able to help teachers improve the learning system in the classroom and can help improve teacher performance at the Islamic Junior high school Madrasatul Qur'an Tebuireng Jombang. The process of academic supervision of the principal in improving the teaching performance of teachers at the Islamic Junior high school Madrasatul Qur'an Tebuireng Jombang, namely planning, implementing, evaluating, and then following up. Supervision instruments, namely creating programs, creating supervisory decrees, creating a supervision assessment team, and planning schedules for implementing supervision assessments. Not only the school principal is the supervisor, but also teachers who are considered senior, to assist in the implementation of academic supervision. Several important things are assessed, namely how the learning process is implemented, the completeness of learning

administration including whether or not there is a lesson plan, and readiness to teach. Once completed, the supervisor reports the results of the assessment to the principal, and then the principal carries out follow-up actions.

They are supporting and inhibiting factors. Several things about the supporting factors have been mentioned by the principal, namely, the length of work or years of service as a teacher, usually senior teachers have a lot of experience, and the higher the level of teacher education, the more knowledge they gain, the completeness of the references that teachers get, and the preparation of the good program.

Furthermore, regarding inhibiting factors, namely the age factor, usually older people do not really follow the existing curriculum development patterns, and the time factor, the process of using this time cannot be maximized. Supporting and inhibiting factors were also mentioned by one of the teachers, namely supporting factors for a conducive school culture, adequate infrastructure, providing motivation to teachers, and providing training to teachers. The inhibiting factor is that the implementation of supervision sometimes does not run as planned, because it coincides with other schedules.

REFERENCES

Apriono, D. (2013). Pembelajaran Kolaboratif: Suatu Landasan untuk Membangun Kebersamaan dan Keterampilan Kerjasama. *Diklus*, *17*(1), 292–304.

Bestari, P., Awam, R., Sucipto, E., Marsidin, S., & Rifma, &. (2023). Peran Supervisi Pendidikan dalam Meningkatkan Kualitas Pembelajaran di Era Digital. *Jurnal Papeda*, *5*(2), 133–140.

Canu, Z., & Sitinjak, C. (2023). The Importance Of Guidance And Counseling In Effective School Learning. *Jurnal Ilmiah Global Education*, *4*(1), 12–19.

Emrinawati Hasibuan, Sufyarma Marsidin, Rifma, Y. (2022). Teori Pengawasan Pendidikan. *Invention: Journal Research and Education Studies*, *3*(2), 71–79. https://doi.org/10.51178/Invention.V3I2.699

Faizatun, F., & Mufid, F. (2020). Supervisi Akademik Kepala Madrasah Dalam Meningkatkan Kompetensi Profesional Guru (Studi Multi Kasus Madrasah Aliyah Negeri Kabupaten Pati). *Quality*, *8*(2), 241–268. https://doi.org/10.21043/Quality.V8I2.8097

Hartanto, S. B. (2015). *Pengembangan Sumber Daya Manusia (SDM) Pendidikan*. *03*(2), 19–27.

Herawati, H., Murniati, M., & Yusrizal, Y. (2015). Pelaksanaan Supervisi Akademik Kepala Sekolah Pada Smp 1 Lhoknga Kecamatan Lhoknga Kabupaten Aceh Besar. *Jurnal Administrasi Pendidikan Pascasarjana Universitas Syiah Kuala*, *3*(2), 59–68.

Holloway, J. (2021). Teachers and teaching: (re)thinking professionalism, subjectivity and critical inquiry. *Critical Studies in Education*, *62*(4), 411–421. https://doi.org/10.1080/17508487.2021.1966065

Jaya, H. N. (2017). Keterampilan Dasar Guru Untuk Menciptakan Suasana Belajar Yang Menyenangkan. *Jurnal Pendidikan Dan Ilmu Pengetahuan*, *17*(1), 23–53.

Jumiati, J. (2020). Evaluasi Pengawasan Bawaslu Provinsi Pada Pemilihan Gubernur Kalimantan Timur. *Jurnal Administrative Reform, 8*(1), 13–24.

Kurniati, K. (2020). Pendekatan Supervisi Pendidikan. *Jurnal Idaarah*, *4*(1), 52–59.

Lailatussaadah, L. (2015). Upaya Peningkatan Kinerja Guru. *Intelektualita*, *3*(1), 15–25. http://mediaindonesia.com,2008

Lukman Ali, & Muhammadong. (2022). Manusia: Keharusan dan Kemungkinan Pendidikan. *Jurnal Ilmiah Pendidikan Holistik (JIPH)*, *1*(1), 1–10. https://doi.org/10.55927/JIPH.V1I1.336

Mediatati, N., & Jati, D. H. P. (2022). Supervisi Kepala Sekolah: Peningkatan Kualitas Pembelajaran Guru dan Hasil Belajar Peserta Didik. *Jurnal Penelitian Dan Pengembangan Pendidikan*, *6*(3), 422–431. https://doi.org/10.23887/jppp.v6i3.48774

Munawir Pohan, M. (2018). Kepala Sekolah Sebagai Manajer Dan Pemimpin Pendidikan. *Ansiru PAI : Pengembangan Profesi Guru Pendidikan Agama Islam*, *3*(1), 82–91. https://doi.org/10.30821/Ansiru.V2I1.1632

Nurul Fahmi, C., Nurliza, E., Usman, N., & Serambi Merkkah Banda Aceh, U. (2018). Pelaksanaan Supervisi Akademik Dalam Meningkatkan Kompetensi Guru Sekolah Dasar. *Journal of Scientific Information and Educational Creativity Jurnal Serambi Ilmu*, *19*(2).

Pendidikan, J., Nasution, I., Safitri, M., Halawa, S., Khotimah, N., & Ramadhan, S. (2023). Peranan Supervisi Pendidikan dalam Meningkatkan Mutu Pendidikan. *Sublim: Jurnal Pendidikan*, *2*(1), 17–26. https://ummaspul.e-journal.id/Sublim

Risdiany, H., & Herlambang, Y. T. (2021). Pengembangan Profesionalisme Guru Dalam Mewujudkan

Kualitas Pendidikan Di Indonesia. *Edukatif : Jurnal Ilmu Pendidikan*, *3*(3), 817–823. https://doi.org/10.31004/Edukatif.V3I3.434

Sabariah, S. (2021). Manajemen Sekolah dalam Meningkatkan Mutu Pendidikan. *Edukatif : Jurnal Ilmu Pendidikan*, *4*(1), 116–122. https://doi.org/10.31004/edukatif.v4i1.1764

Ulfadilah, I., Darmiyanti, A., & Munafiah, N. (2022). Pengembangan Kompetensi Profesionalisme Guru Dalam Peningkatan Mutu Pendidikan Dan Pembelajaran. *JEA (Jurnal Edukasi AUD)*, *8*(2), 169–193. https://doi.org/10.18592/JEA.V8I2.7735

Wahyudi, A., & Narimo, S. (2019). *Kepemimpinan Pembelajaran Kepala Sekolah Dalam Meningkatkan Hasil Belajar Siswa*. *31*(2), 47–55. https://doi.org/10.23917/varidika.v31vi2i.10218

Waston, W., & Taryanto, T. (2018). Peran Kepala Sekolah Dalam Meningkatkan Mutu Pendidikan Di Sekolah Dasar Islam Terpadu Muhammadiyah Jumapolo Karanganyar. *Profetika, Jurnal Studi Islam*, *20*(1), 61–70.

Wong, P. Y. J., Wong, K. L., Ghoh, C., & Chiu, M. Y. L. (2023). Supervision of supervisory practice: From idea to practice. *International Social Work*, *66*(6), 1918–1931. https://doi.org/10.1177/00208728211073648

Zulfakar, Z., Lian, B., & Fitria, H. (2020). Implementasi Supervisi Akademik Dalam Meningkatkan Kinerja Guru. *JMKSP (Jurnal Manajemen, Kepemimpinan, Dan Supervisi Pendidikan)*, *5*(2), 230–244. https://doi.org/10.31851/JMKSP.V5I2.3833