

SCHOOL PRINCIPAL SUPERVISION MANAGEMENT IN IMPROVING THE COMPETENCY OF CLASS TEACHERS AT SD INPRES MALIAMBEO

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ABSTRACT

The research aims to analyze the competence of class VI teachers, the principal's academic supervision in increasing the competence of class VI teachers, and the implications of the principal's academic supervision in increasing the competence of class teachers. This research is a qualitative descriptive research that uses a pedagogical and managerial approach. The data source, namely primary data, comes from the principal, deputy principal, and teachers through interviews. Meanwhile, secondary data is taken from documents related to the research. The results of the research show that the Class VI teacher at SD Inpres Maliambao has good mastery of textual material, but is less able to illustrate it contextually. Mastery of Competency Standards/Basic Competencies (SK/KD) is adequate, but lacking in developing attitude and skill indicators. The development of learning materials and strategies is still limited, as well as professional development which is still pending, and the use of technology and information is very limited. School principals' academic supervision involves preparing a needs-based supervision program, implementing programs with a focus on fostering learning planning, contextual material guidance, fostering mastery of basic competencies, innovative learning strategies, professional development through writing scientific papers, and utilizing technology and information. Evaluation and follow-up of the supervision program is an integral part of this process. The implications of principal supervision involve increasing the professional competence of classroom teachers, positive responses from students and schools towards teachers with high competence, as well as positive responses from teachers towards school principals.

Keywords: *school principal, supervision, teacher's competency*

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INTRODUCTION

The goals of a school institution depend on the performance of teachers and employees to carry out their performance as best as possible. If the performance of teachers and employees is less than optimal in terms of implementation either in the administrative process or in the learning process, then the goals of the school/madrasah institution will not be achieved. In this case, all elements of human resources within the school institution must contribute to improving performance by their respective duties and responsibilities. For this reason, changes in school/madrasah institutions remain directed and controlled and experience continuous dynamics to create quality schools that can produce students who master science and technology, leadership, management, administration, and school culture must be integrated so that School principals as leaders who play an important role in improving the quality of education are required to improve their professional abilities to carry out this task (Tagela, 2000).

This opinion shows that a teacher must have competence and carry out his performance well, namely being able to carry out his duties and responsibilities as a teacher starting from mastering educational foundations, mastering learning materials, compiling learning programs, implementing learning programs, and assessing the results of the learning process (Daryanto,

2014). Meanwhile, if a teacher is not able to carry out his performance well then he will not get maximum results, moreover, the vision, mission, and goals of the school will not be realized. However, thanks to the guidance and supervision of the principal the teachers will be able to carry out their performance well. Therefore, the position of the school principal is very important and strategic in managing and achieving the goals of the school institution concerned. This is because the principal as the top leader in the school has full authority to manage the school, especially the management and development of teacher performance, and is also responsible for the success of the school concerned (Hasanah, 2017).

The duties and responsibilities of the school principal in improving teacher performance can include implementing activities or carrying out managerial functions, including planning, organizing implementation, and supervision (Wiles & Lovell, 1975). To be able to carry out these duties and responsibilities. Operationally, the principal is the person most responsible for planning, coordinating, mobilizing, and aligning all resources in the school. The principal is the driving factor in realizing the vision, mission, goals, and objectives of the school he leads towards a quality school. Quality in the field of service, in the field of learning, in the field of infrastructure, human resource development, and in the field of academic and non-academic achievements (Nurlatifah, 2022).

Educational supervision is an equally important part of all educational efforts to improve the quality of the teaching and learning process, including improving the teaching skills of teachers in schools. Educational supervision is even considered only as a complement or even considered less important (Milasari, 2021; Rifai, 2019). As stated by Mr. Suratman as the principal, Maliambao Inpres Elementary School is one of the leading state core schools in cluster 1, West Likupang District. This can be seen in the input, process, and output (graduates), another thing is also proven by around 80% of teachers at SD Inpres Maliambao having received teacher certification so this will have an impact on the learning process which leads to student exam scores, both school and national. , students who are above the average standards set every year, and this is also proven by the achievements achieved by SD Inpres Maliambao and can maintain their existence in the quality of their teaching and learning process, so that every year the National Examination results average 100% pass.

In this research on school principal supervision management, the researcher will focus on the implementation of school principal supervision management. Those whom the author wants to use as research subjects are the school principal and Class VI teachers. In this case, the principal acts as a supervisor who supervises the teacher's performance in the learning process in class VI. Apart from that, some teachers who are subjects to be supervised will be made research subjects, this is to find out complete information between the supervisor and the person being supervised.

In this research the author did not examine students at SD Inpres Maliambao, this is because the author wanted to focus the research on the supervision management of the principal in increasing teacher professionalism in implementing learning in class VI. Some problems want to be revealed in this research and why researchers prefer SD Inpres Maliambao to be the research object. On this basis, the researcher took the title "School Principal Supervision in Improving Classroom Teacher Competence"

METHOD

This research is qualitative descriptive research because it aims to describe, reveal, and explain the form of school principal management in improving the competence of class teachers at SD Inpres Maliambao (Moleong, 2018). Likewise, it is called descriptive research, because it aims to create a picture of a situation or event. Apart from that, the purpose of the description is to help the reader what is happening in the environment under observation, what the views of participants outside the research are, and what activities are happening in the research setting (Arikunto, 2010; Soekanto, 2019).

The approach that will be used in this research is as follows: The pedagogical approach is to determine the ability of educators which includes understanding students, planning implementation of learning, and understanding educational assessment. The managerial approach, namely a systematic approach, because its management is organized and involves integrated elements in the learning process which includes planning, organizing, commanding, coordinating, and supervising so that results are obtained that are by educational objectives (Hamid Darmadi, 2013).

RESULTS AND DISCUSSION

Competency of Class VI Teachers at SD Inpres Maliambao

Teacher competency is a set of mastery of abilities that must exist within oneself to realize one's performance appropriately and effectively. Teacher competence includes intellectual competence, physical competence, personal competence, and social competence

Teachers' professional competence is by the professional competence indicators, namely:

- a. Mastery of Study Material

As educators who are of course required to master the subject matter that will be delivered to their students, the class VI teacher at SD Inpres Maliambao from the aspect of mastering the material in normative textual terms is good, but lacks contextual illustration when carrying out the teaching and learning process.

The success of an educational unit institution is largely determined by the teacher's readiness in preparing subject matter and at the same time preparing students through the teaching and learning process. Therefore, the strategic position of teachers to improve the quality of education is greatly influenced by the level of mastery of Islamic religious education subject matter and students.

- b. Mastery of Competency Standards and Basic Subject Competencies.

The depth of curriculum content in each educational unit is expressed in competencies consisting of competency standards and basic competencies at each level and/or semester. Competency standards and basic competencies for each subject at each level and semester are presented in the attachment to the Regulation of the Minister of National Education.

By mastering competency standards and basic subject competencies, teachers will be clear about the targets to be achieved in each subject. The class teachers at SD Inpres Maliambao understand the aspect of mastering competency standards and basic competencies but are less able to develop indicators, especially the description of attitudes and skills.

- c. Developing Professionalism by Taking Reflective Actions.

Developing learning materials is part of a special task for Islamic religious education in providing enrichment to students. Material development efforts are meant here, namely how

Islamic religious education teachers can enrich material sources including knowledge and information that will be conveyed to students.

The professionalism of a teacher will be a measure of educational success in an educational institution if a teacher can develop his or her profession, a class teacher at SD Inpres Maliambao from the development aspect.

This is by Mujtahid's explanation that the activities of Islamic religious education teachers in developing learning materials are providing additional notes that are supplementary in nature, adding something that is not in the textbook, giving students reading assignments other than those in the textbook, and increasing handbooks. , as well as creating additional reading and audio-visual documentation, such as clippings, and graphic photos/drawings.

d. Developing lesson materials creatively

Developing teacher professionalism is a culture that is built sustainably in an educational unit or school, at least by building this professional culture it is hoped that it can contribute to the future steps that must be taken to develop teacher professionalism in a school.

It is hoped that the subject matter presented will give students broad knowledge, so a teacher is required to be able to develop subject matter creatively. Class teachers at SD Inpres Maliambao, from the aspect of developing learning material and explanation strategies, are still limited and not yet creative and innovative, even though it is a requirement for teachers to do so. active and innovative learning. Therefore, class teachers must strive to improve their personal social, and professional qualities through self-teaching or in-service education, namely education undertaken by someone who already has a teaching position to improve their profession through further education.

e. Utilizing Technology and Information

In the classroom learning process, technological media has contributed to improving the quality and quality of Islamic religious education teaching. The presence of technological media not only helps teachers in presenting their teaching material but also provides added value to learning activities in the classroom.

The use of technology and information is a demand for teachers, especially class teachers, to be able to utilize technology and information because it can facilitate the learning process carried out in the classroom. Class teachers at SD Inpres Maliambao the aspect of the use of technology and information are still very limited, both in terms of knowledge and facilities in using technology and information. Technology and information are very supportive for use in the teaching and learning process because they can make learning fun and make it quicker and easier for students to understand the material presented by the teacher.

The use of computers and the like can be used in a variety of ways, teaching can be done entirely via computers. However, it can also be combined with face-to-face interaction which has become part of the learning process. The combination of using computers and face-to-face contact is more flexible. Assignments can be given by teachers and done by students via computer, this opens up the possibility for teachers to provide open assessments and also allows other students to provide input.

For all of these indicators of professional competence, class teachers will continue to carry out activities or actions that can improve their abilities.

Supervision of teachers is very important for supervisors and school principals to increase their professional competence and improve the quality of learning through a good learning

process. Findings in the field show that school principals play a very important role in carrying out supervision. This can be reviewed starting from planning the academic supervision program, implementing the academic supervision program, and evaluating the function of following up the results of academic supervision that has been carried out by the school principal.

Preparing an academic supervision program by the school principal is a necessity that must be implemented. In preparing the academic supervision program, the class supervisor creates a structured academic supervision program. Starting from planning, and implementation, to the final evaluation/assessment of the academic supervision process.

Academic supervision carried out by class teachers in improving teacher competence includes activities, namely program preparation, program implementation, and evaluation and follow-up of supervision programs.

a. Preparation of Supervision Program

The preparation of the supervision program is an annual and semester program, in preparing the annual and semester program taking into account the expected goals and targets. The annual program is created for a period of one year and the semester program for one semester, by holding discussions with fellow teachers, and analyzing the results of last year's and last semester's supervision so that an annual program and semester program are prepared.

b. Implementation of the Supervision Program.

Supervision carried out by the school principal regarding aspects of coaching duties, namely:

1. Coaching teachers in learning planning.

Teachers must be able to create learning tools before learning activities take place. Class teachers are required to be able to prepare learning tools well by the existing curriculum. The coaching carried out by the Principal of SD Inpres Maliambao is to coach and guide class teachers in creating learning tools by supervising them using group techniques, namely holding meetings between teachers, so that learning planning is still limited to examining learning tools such as checking lesson plans, syllabus, prota, promes, class journals and student attendance and so on.

2. Teacher development towards mastery of subject matter

Coaching carried out by the school principal for class teachers related to mastery of subject matter, usually carried out after completing class supervision, immediately carries out coaching related to mastery of subject matter by class teachers, by suggesting that the material be developed so that it is not monotonous. The coaching provided by the principal to class teachers regarding mastery of subject matter has a positive impact on class teachers even though there is limited guidance from mastery of contextual subject matter.

3. Teacher Development towards Mastery of Competency Standards and Basic Subject Competencies.

Coaching for class teachers related to mastery of competency standards and basic subject competencies is carried out after supervision of class visits so that the coaching carried out by the principal is still limited to understanding competency standards and basic competencies but class teachers are not yet able to develop subject matter

indicators from competency standards and competencies. The basic explanation is especially related to aspects of attitudes and skills.

4. Coaching teachers in developing lesson materials.
The coaching carried out by the principal regarding the development of subject matter is still limited by providing coaching after class supervision so class teachers have not been able to develop subject matter creatively and innovatively.
5. Coaching teachers in developing their professionalism.
Teacher development in developing the professionalism of class teachers by holding training activities and trying to involve class teachers in taking part in workshops and training related to professional development workshops when implemented by the central and regional governments. The coaching carried out by school principals related to the professional development of class teachers is still limited with training held in Class KKG forums only meeting twice a semester, so class teachers have not been able to develop their profession by carrying out reflective actions such as making PTK, LKS, and modules. learning.
6. Coaching teachers in utilizing technology and information
So that class teachers can use IT or not be technologically illiterate, school principals through the KKG (Teacher Working Group) forum hold training activities and try to involve CLASS teachers to take part in workshops and training related to workshops on making IT-based learning media when carried out by the central government or area. The guidance carried out by school principals regarding the use of technology and information is very limited by holding training at class KKG meetings once a semester.
7. Evaluation of the supervision program.
After implementing the supervision program, all supervision teams evaluate the results of supervision related to teacher coaching on learning planning, teacher coaching on mastery of subject matter, teacher coaching on mastery of competency standards and basic subject competencies, teacher coaching in developing subject matter, teacher coaching in developing their professionalism. , coaching teachers in utilizing technology and information. Then, the assessment results are analyzed, so that the results of the analysis are used as a reference for carrying out follow-up actions.

The supervision program created is still top-down and not needs-based, meaning that the existing program has not been developed by the need to support teacher abilities, and the text of the existing instructions and guidebooks has not yet been contextualized (Sumarni et al., 2017).

In the School Management Guidebook of the Directorate of General Secondary Education, Directorate General of Basic Education, Ministry of Education and Culture, academic supervision is professional assistance to teachers through a cycle of systematic planning, careful observation, and objective and immediate feedback to improve teachers' professional abilities and improve the quality of learning.⁴⁰ The success of an educational unit is largely determined by the role of the supervisor and principal because the supervisor and principal act as teachers' companions and coaches (Nawaki & Santyo Rusandy, 2022).

The principal has the responsibility to develop, assist, and guide teachers in developing their abilities in the teaching and learning process in the classroom. When teachers experience

difficulties, that is the supervisor's role to guide teachers so that the problems faced by teachers are resolved (Amiruddin et al., 2023).

Based on research findings, the school principal carries out supervision using programmed supervision, meaning that academic supervision activities are arranged at the beginning of each year for the next academic year. This academic supervision program is programmed with a predetermined schedule consisting of daily, weekly, and monthly supervision programs. The aspects that are supervised regarding increasing professional competence include the teacher's way of making learning preparations including making porta, promissory notes, syllabus, lesson plans, and so on. This is to adjust learning preparation to the curriculum that has been designed at school to achieve educational goals.

Mulyasa put forward several principles that must be considered in developing teaching preparation, namely (Mulyasa, 2012):

1. The formulation of teaching competencies and preparation must be clear. More concrete
2. The easier it is to observe competencies and the more stringent the activities that must be carried out to form these competencies.
3. Teaching preparation must be simple and flexible and can be implemented in learning activities and student formation. Activities prepared and developed in preparation for teaching must support and be by the established competencies.
4. The teaching preparation that is developed must be complete and comprehensive, and its achievements must be clear.
5. There must be coordination between the implementing components of the school program, especially if learning is carried out in teams (team teaching).
6. The school principal is obliged to develop teachers to become good educators and instructors. For teachers who are already good, they can be retained quality, and teachers who are not good can be developed to be better. Meanwhile, all teachers who are good and competent and those who are still weak must strive not to be out of date in the learning process or the materials used as teaching materials.

From the research findings, the coaching carried out by school principals in academic supervision activities is as follows:

1. Coaching teachers in making learning plans
2. Teacher development towards mastery of subject matter
3. Teacher development toward mastery of competency standards and basic subject competencies
4. Coaching teachers in developing lesson materials
5. Coaching teachers in developing their professionalism
6. Coaching teachers in utilizing technology and information

Supervision techniques and approaches are the school principal's activities in providing professional assistance, which is aimed at identifying problems and providing appropriate professional assistance. Supervision can be carried out in various ways, with the aim that the collective hope can be realized. Likewise, with the implementation of the supervision program, the school principal uses two supervision techniques, namely individual techniques and group

techniques. The program findings from each technique that has been implemented by the school principal are:

a. Individual Technique (individual)

Based on the findings, the individual technique used here by the principal is the technique of class visits, guiding teachers in matters related to the implementation of the curriculum at school, and teaching teachers new insights. The description is explained below;

1. Hold a class visit (classroom visitation)

As the results of the researchers' findings, this class visit technique is one of the techniques often used by school principals in carrying out supervision. The researcher's findings regarding Class visit techniques in the process of supervising teacher teaching activities are carried out specifically by school principals who carry out related supervision by making Class visit schedules and creating supervision instruments. In practice, the principal in supervising teachers in the classroom only gives a score by circling a score of 1-5 by observing the way the teacher teaches in the classroom, and on the next page there are notes about the aspects being assessed, after giving a score to the aspects of the assessment, the principal also gives notes or descriptions of the aspects being assessed. Through supervision using this class visit technique, after the supervisor has carried out an assessment and provided notes that the teacher must correct, the supervisor guides including; Teacher coaching towards mastery of subject matter, teacher coaching towards mastery of competency standards and basic competencies, and teacher coaching in developing subject matter.

2. Private conversation (Individual Conference)

The results of the researchers' findings showed that there was a private conversation between a supervisor and a teacher, in this conversation, the two of them tried to meet in the sense of discussing good teaching. As a school principal, having personal conversations related to problems faced when carrying out the learning process, the principal tries to meet with teachers to answer the problems faced by teachers, when the problems are such as teachers not mastering the subject matter, teachers not mastering competency standards and basic subject competencies, teachers do not develop lesson materials, so the problem faced by these teachers is that the principal carries out coaching related to mastery of lesson materials, mastery of competency standards and basic subject competencies, and development of lesson materials.

b. Group Techniques

Based on the researchers' findings, the group supervision technique used by school principals is holding meetings and involving teachers in training, seminars workshops, and so on. Based on the researchers' findings, the school principal held meetings with class teachers through the KKG (Teacher Working Group) forum with a mutually agreed meeting schedule, namely meeting class teachers once a month. This is one of the group supervision techniques used by school principals and supervisors in coaching carried out as a group to increase the professional competence of class teachers, which aims to help with problems faced by teachers related to their competence (Mikyal Hardiyati et al., 2022).

In this teacher meeting, the principal carries out coaching related to increasing teacher competency as follows:

1. Coaching teachers in making learning plans

2. Teacher development towards mastery of subject matter
3. Teacher development toward mastery of competency standards and basic subject competencies
4. Coaching teachers in developing lesson materials
5. Coaching teachers in developing their professionalism
6. Coaching teachers in utilizing technology and information.

Based on the researchers' findings, these meetings are regularly held every month, teachers are allowed to report problems experienced related to their competence in learning activities and are allowed to discuss the teaching and learning process and other abilities.

The purpose of holding regular meetings is as a form of evaluation and supervision of school principals in assessing and improving teacher competency. As Made Pidarta said, the purpose of teacher meetings is to prepare new information related to learning, difficulties experienced by teachers, and how to overcome these difficulties together with all class teachers so that they can use their time efficiently.

c. Teacher Training/Upgrading

Teacher training is usually used by school principals as a form of coaching teachers through activities like training, seminars, or workshops. This activity directly involves all teachers, so that teachers can further improve their professional competence (Basuki, 2020).

From the researchers' findings, to improve the professional competence of class teachers, school principals often hold training through KKG forums, such as training in making lesson modules, making LKS, making articles, making PTK, and so on. Apart from that, school principals also try to involve class teachers in taking part in training seminars and workshops organized by regional and central government agencies, and teachers who take part in these training and seminars are obliged to disseminate the new knowledge and information they have obtained to other teachers to increase their competence. their professionals.

Group supervision techniques carried out through training have been widely carried out, for example, training for teachers in certain fields of study, training on teaching methodology, and training on educational administration. 43 Apart from that, school principals also try to provide the latest information about new knowledge both about teacher competence and about others. This is by the duties of a supervisor and carrying out academic supervision of class teachers.

Implications of Principal Supervision in Increasing Teacher Competency in Implementing Classroom Learning.

The implementation of supervision by the school principal is expected to be the main factor in determining the success of an educator in developing his abilities in teaching and learning activities both inside and outside the classroom (Nasriyah et al., 2021). By conducting supervision of teachers by the school principal, the teacher's weaknesses in teaching will be known and become a benchmark for policy decisions by superiors, so that the school principal can easily prepare or create a supervision program that will be implemented about supervision.

Supervision is carried out by the school principal on class VI teachers to increase the teacher's professional competence in carrying out learning activities, to achieve this goal the school principal carries out various kinds of coaching by the professional competency

indicators stated in the Minister of Religion Regulation number 16 of 2010 concerning education management religion at school.

The implications of academic supervision carried out by school principals in improving the competence of classroom teachers have implications for:

- a. Increasing the professional competence of class teachers is uneven in terms of:
 1. Mastery of subject matter: Supervision carried out by the principal has implications for the mastery of subject matter both textually and contextually for class teachers at SD Inpres Maliambao.
 2. Mastery of competency standards and basic subject competencies: Supervision carried out by the school principal has implications for mastering competency standards and basic competencies in describing SK/KD indicators for subjects.
 3. Develop subject matter creatively: Supervision carried out by the principal has implications for the development of creative lesson materials for Class VI teachers at SD Inpres Maliambao.
 4. Develop professionalism by carrying out reflective actions: Supervision carried out by the school principal has implications for professional development in carrying out reflective learning actions.
 5. Utilize technology and information: Supervision carried out by the school principal has implications for the use of technology and information for class teachers at SD Inpres Maliambao.
- b. The response of students and schools to class VI teachers is very good for teachers with high professional competence.
- c. The response of the class VI teacher to the supervisor, in this case the Principal, was very good.

CONCLUSION

The competency of class VI teachers at SD Inpres Maliambao includes several critical aspects. First, mastery of normative textual material has been achieved well, but the ability to illustrate it contextually still needs to be improved. Second, mastery of competency standards and basic competencies is sufficient, but teachers need to be more active in developing indicators, especially those that highlight student attitudes and skills. Third, the development of learning materials and strategies for explaining them is still limited, creativity and innovation are needed. Fourth, teacher professional development is still waiting for initiatives from the class KKG and has not been involved much in research or classroom action research to support reflective learning actions. Lastly, the use of technology and information is still very limited, both in terms of knowledge and the means used.

Supervision of the principal at SD Inpres Maliambao is an important basis for increasing the competency of grade VI teachers. This is reflected through strategic steps that involve: (a) preparing a careful supervision program, involving analysis of programs that have been implemented and detecting needs that need to be addressed, resulting in effective annual and semester programs; (b) implementation of a supervision program that emphasizes coaching and guidance, including mastery of learning planning, guidance in contextualizing lesson material, preparation of indicators according to aspects of attitudes and skills, innovative learning strategies, professional development through writing scientific papers, and guidance on the use

of technology and information; (c) evaluation and follow-up of the supervision program to ensure continued improvement in teacher competency. This holistic approach proves the key role of principal supervision in supporting the professional growth of sixth-grade teachers.

The implications of the principal's supervision in increasing the competence of class teachers at SD Inpres Maliambao has implications for increasing the competence of class teachers in both aspects; mastery of subject matter, mastery of competency standards, and basic subject competencies, creative development of subject matter, development of class teachers, use of technology and information and the response of students and schools to class teachers is very good for class teachers with high professional competence.

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