

SCHOOL PRINCIPAL ACADEMIC SUPERVISION IN IMPROVING TEACHER PERFORMANCE AT COKROAMINOTO KAUDITAN ELEMENTARY SCHOOL

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ABSTRACT

This study aimed to delve into the management of Principal Academic Supervision and its impact on enhancing teacher performance at Cokroaminoto Kauditan Elementary School. The research employed a methodology involving observation and in-depth interviews with selected subjects. Data collection utilized a Likert scale through observation and questionnaires. The findings of the study underscored the significant influence of academic supervision by the principal on the professionalism of elementary school teachers in Purwakarta Regency. Examining the implementation of teaching supervision, the research highlighted challenges such as the time constraints faced by school principals, making the scheduling of supervision a complex task. Additionally, teacher behavior during supervision sessions varied considerably, indicating a dependence on the techniques employed by the school principal. Despite these challenges, the study revealed encouraging outcomes, with a majority of teachers surpassing the specified standard score criteria. The positive results suggest that the efforts invested in academic supervision have yielded favorable outcomes in terms of teacher performance. However, the study also emphasizes the need to address challenges in scheduling and teacher behavior to optimize the effectiveness of academic supervision in the future. Overall, the research provides valuable insights into the dynamics of academic supervision management and its role in elevating the professionalism of elementary school teachers.

Keywords: *supervisor, academic supervisor, teacher*

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INTRODUCTION

Schools are formal educational institutions to carry out all activities to achieve educational goals. Implementing educational goals involves the role of school principals and teachers in carrying out their duties. As a formal educational institution, the school is also a place for carrying out the teaching and learning process, which involves the principal, teachers, and students. The function of schools is not only to provide knowledge to students but to develop teacher work performance in improving the teaching and learning process. In carrying out activities at school, of course, there are differences between one teacher and another.

Teachers are a very important component in moving an educational institution such as a school. Teachers are also required to be professional in carrying out their duties as teachers (Yusman, 2016). The task of teaching as a profession requires teachers to develop their professionalism through developments in science and technology.

Educating, teaching, and training students is the task of teachers as a profession. The teacher's task as an educator is to transmit and develop life values to students. The teacher's task as an educator means passing on and developing science and technology to students. The teacher's job as a trainer means developing skills and applying them in life for the future of students, and having an active role in becoming professional staff. However, in reality, currently, the quality of education in Indonesia has not yet reached the quality expected by the

government, all parties realize that teacher performance is directly proportional to improving the quality of education (Armani & Margunani, 2017).

Professional teachers will produce a quality educational process because they are supported by their competencies, thereby producing high-quality graduates. Based on this review, it can be understood that to produce quality educational output it must be supported by competent educational resources in each field of expertise (Hakim et al., 2018).

It is hoped that the teacher's presence in the classroom will create changes in the learning experienced by students, giving rise to a constructive and conducive educational paradigm. As for implementation, learning success is also influenced by the managerial style and role practiced by the school principal. The principal as a leader in the school plays a full role in the implementation of all activities carried out including teacher teaching activities.

Therefore, school principals are required to be able to develop insight and guidance in collaboration with teachers as well as supervise the curriculum, and carry out supervision of teachers' teaching activities by seeing how they explore learning materials. Using good teaching methods, using evaluation of learning outcomes, stimulating teachers to develop teaching methods and processes, helping teachers develop curriculum according to children's interests, needs, and abilities, and assessing the characteristics and abilities of teachers so that school principals can help them towards good teaching better.

Apart from that, efforts to improve teacher performance can be made through education and training (Slameto et al., 2017). Based on the results of the initial study, researchers found several things. This is because when learning, teachers often only convey information and only carry out tasks. When implementing learning, there is a lack of creativity in both learning strategies and learning media, teachers are less skilled in conditioning children, teachers arrive late, and teachers are less innovative in designing fun learning.

This has become a highlight for school principals in their efforts to evaluate teacher performance. Evaluation of teacher performance is usually called supervision activities. Supervision is something to help ensure that the quality of teaching and learning can run well. This supervision is given from superiors to subordinates to improve the quality of work. The principal is a form of supervisor who will supervise and provide guidance to all teacher performance in the school.

Teacher performance is a reference material to see whether the teacher has carried out his duties well. Teacher performance is a teacher's ability to carry out learning tasks at school and be responsible for the students under his guidance by improving students' learning achievements (Yusman, 2016)

The function of academic supervision is an effort to improve as a continuous process and is carried out continuously. According to (Harianto et al., 2015) the aim of teaching supervision is to help teachers learn how to improve their abilities to achieve the learning goals that have been set for their students. The important emphasis of the objectives of teaching supervision is to ensure that the teaching and learning process, curriculum development in learning, and personnel development are of higher quality.

The role of the principal's academic supervision and the professionalism of teachers in schools is very large because supervision carried out by the principal continuously and continuously can improve the quality of learning which in turn can improve the quality of education at Cokroaminoto Kauditan Elementary School. Academic supervision is the basis or

foundation of professional supervision activities. What is being studied is the system of providing assistance carried out by school principals to improve teachers' professional abilities, so that teachers become more capable of handling the main tasks of teaching their students (Suwartini, 2017). Cokroaminoto Kauditan Elementary School has implemented academic supervision to improve teacher performance. Not only that, the school also has teacher report cards and performance evaluations which are conducted twice a year. Therefore, researchers are interested in conducting research on Principal Academic Supervision Management in Improving Teacher Performance at Cokroaminoto Kauditan Elementary School.

METHOD

This research uses qualitative research. Qualitative research is research aimed at describing and analyzing phenomena, events, social activities, attitudes, beliefs, perceptions, and thoughts of individual people (Sukmadinata, 2019). According to (Moleong, 2020) qualitative research is research that is used to investigate, discover, describe, and explain the qualities or features of social influence that cannot be explained, measured, or described using a quantitative approach. Qualitative research is research that is more directed towards understanding social phenomena than creating theories. So, qualitative research is research that describes and describes phenomena that occur in the field (Arikunto, 2019).

Meanwhile, descriptive research is research conducted to systematically, factually, and accurately describe or explain facts and characteristics (Sanjaya & Sanjaya, 2008). This research method is descriptive and aimed at presenting facts based on a certain perspective or framework of thought (Mahmud, 2015). So, descriptive qualitative research is research conducted to describe phenomena comprehensively, factually, and accurately, so that informative and systematic data is obtained. This research will describe thoroughly and objectively based on the data that has been collected, analyzing the data and drawing conclusions regarding the implementation of academic supervision in improving teacher performance, work programs, implementation, and obstacles in academic supervision at SD Cokroaminoto Kauditan.

Research design according to (Mahmud, 2015) is a plan for selecting subjects to answer research questions with credibility referring to how widely the results approach reality and are considered as something that can be trusted and makes sense. The research design used is qualitative descriptive research. Descriptive qualitative research has several variations, including development studies, case studies, societal studies, comparative studies, relationship studies, time and motion studies, advanced studies, trend studies, activity analysis, and content or document analysis (Sukmadinata, 2019).

The research design in this descriptive qualitative research uses a case study design. Sukmadinata also explained that case studies are a method of collecting and analyzing data in a case that is caused by a problem. So, case study design is a research method that is directed at collecting data and describing research results in depth by involving research subjects.

The concept of this research is directed at examining the implementation of academic supervision in improving teacher performance in schools through observation and in-depth interviews with research subjects. Apart from that, this research also examines the forms of academic supervision and the obstacles faced by school principals and teachers in implementing it. This effort begins by collecting data and seeking information from several related sources, then analyzing the data and describing the research results in detail and depth.

RESULTS AND DISCUSSION

Academic supervision activities are used to improve teacher performance. School supervision is important in creating social situations and conditions that can stimulate and develop the spirit of quality teaching (Zai, 2019: 44). Supervision activities are expected by

Teachers will have strong motivation to develop their abilities. The development of their abilities will automatically increase their achievements in various things, especially in teaching and learning activities.

The supervision stages at Cokroaminoto Kauditan Elementary School include three management stages, namely program planning, program implementation, and evaluation of the academic supervision program. Data regarding the work program, implementation, and evaluation of academic supervision at SD Cokroaminoto Kauditan was obtained through interviews with the principal, deputy principal, and class teachers. Meanwhile, the data source for academic supervision is the teacher performance assessment form in the form of teacher report cards, teacher data, evaluation, and follow-up forms for teacher performance supervision in the form of photos of workshops or teacher training activities.

The principal's academic supervision work program for SD Cokroaminoto Kauditan has a good design for the next year and will be reformulated in the coming year. Academic supervision work programs carried out in schools must be structured and sustainable. The results of the interview with the Deputy Principal explained that the planned supervision program was in the form of a teacher performance assessment which included a learning observation assessment, lesson plan assessment, teacher administration assessment, and teacher discipline. This program is planned and structured and planned by the Principal and Deputy Principal. The results of the assessment are compiled in a report card.

According Suryani (2015: 31) explains that the school principal plans to carry out educational supervision of teachers at least once, and a maximum of twice a year, namely once in the odd semester and once in the even semester. The implementation schedule is at the beginning and end of the semester, both odd and even semesters. This is done to see the developments and changes made by teachers in the teaching and learning process. At the end of the even semester of the current year, an evaluation of educational supervision programs is carried out to find out to what extent these programs have been realized and which activities need to be revised because they are not relevant to be implemented. Likewise, you can identify things that can hinder the supervision process. Furthermore, the findings from the evaluation results, both regarding the program and the results of the implementation of supervision, are immediately followed up to meet the targets of what has been programmed. The educational supervision program prepared by the principal is a priority activity before the teaching and learning process takes place because according to the principal of SD Cokroaminoto, supervision of teachers is part of the duties that must be carried out by the principal in developing teachers in the teaching and learning process. In this case, the current principal continues to guide the teachers at Cokroaminoto Kauditan Elementary School considering that supervision carried out by the former principal was rarely carried out.

The results of the interview with the principal explained that this academic supervision work program aims to observe and evaluate teacher performance and improve teacher performance. The program is supported by direct assessment documents which are processed into teacher

report cards. This is supported by research conducted by Wahyu Ningsih and Anif which explains that the supervision planning process contains the formation of a supervision schedule and supervision assessment instruments carried out by the principal and deputy head of curriculum, (Wahyuningsih & Anif, 2016). Meanwhile, other researchers explained that in planning academic supervision at SD Negeri 6 Putatsari, several stages were made; preparing a supervision schedule, preparing instruments, and compiling a list of teachers who will be supervised, (Sugiyanti & Narimo, 2016).

Efforts to implement learning supervision in particular are carried out with several elements. The elements that must be considered in planning teaching or lesson units are instructional objectives, teaching materials, learning activities, methods and teaching aids, and evaluation/assessment. Until now, learning planning still uses a systems approach, meaning that learning planning is a complete unit that has components (objectives, materials, learning experiences, and evaluation) that interact with each other.

Other research related to teacher performance in managing early childhood learning in Kindergartens in the Pontianak City District was conducted by (Wulandari et al., 2015). The specific conclusions that researchers can draw are as follows: 1. The performance of kindergarten teachers in Pontianak Kota District in planning learning activity programs in the good category is proven by the teacher understanding the procedures for making learning activity plans where the teacher makes a Daily Activity Plan every day, in the RKH the teacher formulates learning objectives, the teacher determines the type of activity and determines the media and resources. learning used. 2. The performance of kindergarten teachers in Pontianak City District in managing the implementation of learning activities is good. This can be seen after the teacher plans the learning activity program, the teacher manages the class, sets up the class first, the teacher when implementing learning activities uses learning media and resources, and the teacher uses learning methods adapted to the learning materials and media used. 3. The performance of kindergarten teachers in Pontianak City District in evaluating learning is good. This can be seen from the teacher carrying out assessment procedures where the teacher assesses referring to the level of achievement of the child's development in an integrative manner.

Mubaroh's research results in Hasanah & Kristiawan (2019) explain that 1) School principals' academic supervision to improve teachers' pedagogical competence begins with planning an academic supervision program; 2) The Principal carries out academic supervision using several techniques, namely teacher council meetings or as a whole, class visits, class observations, and individual discussions or individual supervision; 3) The principal carries out an evaluation as a follow-up after supervision, the evaluation is carried out and then followed up by the principal, 4) The teacher's response is very positive towards the supervision carried out by the principal of SMP Negeri 1 Punggur, 5) The pedagogical competency that teachers must have is the ability mastering the curriculum and mastering subject matter, preparing lesson plans, implementing learning, assessing lesson results.

Suryani's research (2015) also reveals the same thing that the academic supervision program prepared by the principal is oriented towards guidance on teacher tasks, such as preparing teaching programs, implementing, teaching programs, preparing learning tools (lesson reference units, learning plans, evaluation tools, preparation of learning media, etc.). He also added an explanation that the principal of the MIN Sukadam School, Banda Aceh City,

planning must be formulated clearly and carried out professionally. A good plan must be clear about what must be done and how to do it and the objectives must also be clear. Other things that the principal needs to do in preparing the academic supervision program are reading, understanding the curriculum, mastering the instructions for implementing teaching and learning activities and implementing academic supervision in the school. The books that must be owned and controlled by the principal are instructions for implementing the curriculum, instructions for implementing supervision, technical instructions for each subject, and the evaluation system.

The educational supervision program prepared by the principal is oriented towards guidance on teacher tasks, such as preparing teaching programs, implementing teaching programs, and preparing learning tools (lesson reference units, learning plans, evaluation tools, preparing learning media, etc.). Planning must be formulated clearly and carried out professionally. A good plan must be clear about what must be done and how to do it and the objectives must also be clear. Other things that school principals need to do in preparing educational supervision programs are reading, understanding the curriculum, mastering instructions for implementing teaching and learning activities and implementing educational supervision in schools. The books that must be owned and controlled by school principals are instructions for implementing the curriculum, instructions for implementing supervision, technical instructions for each subject, and evaluation systems.

The results of the research show that the preparation of teaching supervision work programs carried out by school principals at SMAN in the Aceh Besar District includes a learning planning component. The learning planning development process is closely related to the basic elements of the curriculum, namely the objectives of the subject matter, learning experiences, and assessment of learning outcomes, (Harianto et al., 2015). The principal's teaching supervision work program for SMA Negeri 1 Darul Imarah, Aceh Besar Regency, and SMA Negeri Peukan Bada, Aceh Besar Regency already has a good design for the next year and will be formulated again in the coming year. The elements that must be considered in planning teaching or lesson units are instructional objectives, teaching materials, learning activities, methods and teaching aids, and evaluation/assessment. Until now, learning planning still uses a systems approach, meaning that learning planning is a complete unit that has components (goals, materials, learning experiences, and evaluation) that are interconnected with each other.

Academic supervision planning activities at SD Negeri 6 Putatsari include preparing a schedule, preparing learning plans, and compiling a list of teachers who will be supervised, (Hasanah & Kristiawan, 2019). Furthermore, the findings of research conducted by Syukri, Cut Zahri Harun, and Nasir Usman stated that the preparation of the school principal's academic supervision program for elementary school teachers in cluster I UPTD Dewantara North Aceh Regency included program targets/objectives, resources involved, SWOT analysis, and preparation of an academic supervision work program which is formulated by the interests of the school and teachers' needs for guidance and didactic services in realizing quality learning. Implementation of academic supervision for elementary school teachers in cluster I UPTD Dewantara North Aceh Regency is carried out by preparing several questions to be asked. to teachers using group and individual techniques and the results of the report are sent directly by the principal to the North Aceh Regency Education, Youth, and Sports Office. The principal's efforts in implementing academic supervision to improve the performance of teachers include

holding teacher meetings at school and sending teachers- These teachers are required to attend upgrading, require all teachers to create lesson plans that include competency standards, basic competencies, success indicators, and teaching materials, and collect all evaluation instruments used by teachers which are then described in the final learning evaluation report, (Hasanah & Kristiawan, 2019).

The teacher performance evaluation program implemented adheres to the management principles coined by Terry, which includes four components, namely planning, organizing, implementing, and supervising the teacher performance evaluation program. In planning, the objectives, format, and procedures for implementing the teacher performance evaluation program carried out by MA Al-Islam Joresan Mlarak Ponorogo have been prepared. The performance assessment format at MA Al-Islam Joresan Mlarak is created and compiled by the school principal and a team of evaluators. The performance evaluation procedure carried out by MA Al-Islam Joresan Mlarak Ponorogo is to use a self-assessment method, and then discuss it with the evaluator team. The final results of the performance evaluation are determined by the team of evaluators and the school principal (Harjali, 2016: 21).

Implementation of academic supervision to improve teacher performance at SD Cokroaminoto Kauditan

The implementation of academic supervision implemented by the principal of SD Cokroaminoto Kauditan is carried out using a direct approach. Academic supervision assessments are prepared in the form of teacher report cards. There are three forms of academic supervision at Cokroaminoto Kauditan Elementary School, namely RPP assessment, teaching supervision, and disciplinary assessment. The implementation of academic supervision at SD Cokroaminoto Kauditan includes several stages, namely a) the initial planning stage; compiling an academic supervision program, compiling academic supervision assessment instruments, compiling a supervision schedule, and conducting socialization on the implementation of academic supervision, b) stage of implementation of observations; The principal carries out observations in a class by bringing prepared instruments, c) academic supervision evaluation stage. At this stage, several things must be considered, including, (a) providing reinforcement, (b) reviewing the learning objectives, (c) reviewing things that have been mutually agreed upon, (d) reviewing observational data, (e) not seeking errors, (f) observing data not being disseminated, (g) drawing conclusions, (h) avoiding direct suggestions, and (i) reformulating agreements as a follow-up to the improvement process.

Research that supports this opinion was put forward by (Ginting, 2020) who explained that the implementation of supervision goes through the following stages. The initial planning stage consists of preparing a supervision schedule, preparing supervisors, and teachers who will be supervised, and preparing supervision instruments. The second stage, namely classroom observation, consists of two types of techniques. The first technique is in the form of incidental class visits, the second technique is deliberation and meetings. The follow-up stage is in the form of feedback or evaluation of the results of academic supervision activities. Follow-up to the implementation of the principal's academic supervision in improving teacher performance in several ways, namely by appointing teacher status, joint coaching, training, involving senior teachers, personal dialogue with the principal, and coaching until they comply with the specified performance standards.

The academic supervision of state elementary school principals in Purwakarta Regency is in the very high category. This means that the three dimensions of the principal's academic supervision, namely planning the academic supervision work program, the principal's strategy in carrying out the implementation of academic supervision and carrying out follow-up academic supervision carried out by the principal of the State Elementary School in Purwakarta Regency have been procedurally fulfilled, but there is one dimension of follow-up. further academic supervision needs to be optimized further.

The professionalism of state elementary school teachers in Purwakarta Regency is in the high category. This means that the four dimensions of teacher professionalism, namely improving and maintaining the image of the profession, pursuing the quality and ideals of the profession, pride in the profession, and professional development in improving the quality of knowledge and skills of state elementary school teachers in Purwakarta Regency have been fulfilled, but in its implementation, it is necessary to improvement efforts, especially in the professional development aspect in improving the quality of development and skills of teachers,

The efforts made by the school principal in implementing supervision include preparing annual programs, semester programs, and other preparations that must be prepared by a teacher, conducting supervision visits to classes, and preparing follow-up reports on the results of supervision. The principal supervises all components of school education. The implementation of educational supervision carried out by school principals places more emphasis on developing teachers' abilities to manage learning. The principal carries out supervision in a friendly manner and is not coercive so that teachers do not feel afraid to see the supervisor coming when they are being supervised. This is all done to maintain harmony between teachers and superiors so that they motivate each other. The implementation of supervision carried out by the school principal is carried out using humanistic techniques, not looking for mistakes, but helping teachers to be able to work better and be more focused in carrying out their duties. The supervision techniques that are often used in the implementation of supervision at the MIN Sukadam school, Banda Aceh City, are class visit techniques, individual talks, and discussions about problems faced by teachers related to the implementation of teaching and learning, (Suryani, 2015: 31).

Supervision in schools is carried out by the principal who acts as a supervisor, so he must be able to carry out various supervision and control to improve teacher performance (Suryani, 2015: 19). The implementation of supervision carried out by the principal is quite appropriate because it is by the schedule and is carried out by first notifying the teacher about the activities that are the subject of supervision, then the results of the supervision activities are notified to the teacher concerned and then if there are problems or weaknesses of the teacher, the principal discusses it with the teacher to find a solution.

According to the Ministry of National Education (Rizal, 2019) Teacher performance audits are carried out 2 (two) times a year, namely at the beginning of the school year (formative assessment) and the end of the school year (summative assessment). Formative teacher performance assessments are used to develop teacher performance profiles and must be carried out within 6 (six) weeks at the beginning of the school year. Meanwhile, summative teacher assessment is used to determine the teacher's credit score for that year, analyzing the progress achieved by teachers in implementing CPD, both for teachers whose scores are still below the

standard, have reached the standard, or exceed the set competency standards. The performance audit stage consists of four stages, namely planning, implementation, assessment, and improvement. All of these stages are carried out through various procedures, including analytical procedures, inspection, confirmation, asking questions, calculating, tracing, matching with documents, observing, repeating, and computer-assisted audit techniques.

Teaching supervision must be well designed so that it is directed in its implementation. In particular, the function of the principal as a teaching supervisor is very important because it can support the professionalism of teachers in carrying out their duties. The principal must be able to develop and guide teachers so that teachers are comfortable at work and can improve teacher competence.

The results of research (Suryani, 2015: 15) show that the implementation of educational supervision carried out by the Principal of MIN Sukadam School, Banda Aceh City was preceded by the preparation of a supervision program which was prepared at the beginning of the school year. This is then continued with its implementation which is carried out at the beginning of each semester and at the end of the semester during the teaching and learning process activities to see the success of the program that has been prepared.

The focus of supervision activities carried out by the principal can be identified into two things, namely; The first supervision activity concerns teacher administration. This concerns all the preparations that a teacher must prepare before conducting learning. Second, supervision activities related to teaching and learning process activities. The implementation of educational supervision carried out by the principal at MIN Sukadam Banda Aceh City includes preparing annual programs, supervision visits to classes, and follow-up reports on research results.

The annual program is prepared with the aim of improving the quality of education through assessment and guidance on the technical and administration of education in schools, and providing guidance and clarity for teachers in the context of preparing semester/annual programs, and is elaborated based on the results of the previous year's teacher meeting. The Principal supervises all components of school education. The implementation of educational supervision carried out by the principal places more emphasis on developing teachers' abilities to manage learning. The relationship between educational supervision carried out by the principal on the teaching and learning process of teachers at MIN Sukadam, Banda Aceh City is very helpful for teachers in solving educational problems faced by teachers when learning and can motivate teachers to always increase their knowledge to become teachers. who are professional in carrying out learning.

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Implementation of academic supervision is carried out on a scheduled and ongoing basis. Supervision is an effort to improve the quality of education and teaching in schools which has as its core a teaching program supported by other elements such as teachers, facilities and infrastructure, curriculum, teaching, and assessment systems (Rachmawati, 2016: 17).

Academic supervision is carried out every semester. The results of learning observations are carried out twice per semester. The results of the interview with the Deputy Principal of MIM PK Kartasura, Wahyu Nurul Mubarakah, M.Pd also explained that implementing supervision of teacher performance is the duty of the School Principal. Since there are 9 teachers at Cokroaminoto Kauditan Elementary School, there is a possibility that the Principal can handle it. He also explained that the principal's duties are assisted by the Deputy Principal who is tasked with coaching, assessing, evaluating, and supervising teacher performance.

Program supervision is an activity process that includes checking, assessing, and correcting activities based on plans, orders, and principles of an organization to control and develop organizational activities. Program evaluation has several objectives, namely to ensure that tasks are carried out by established provisions, procedures, and orders; so that the results achieved are by the stated objectives; so that existing facilities can be utilized effectively and efficiently, and so that organizational weaknesses and difficulties are identified, then solutions are sought (Harjali, 2016: 17).

Supervision greatly influences teachers' professional competence. With the implementation of regular supervision, teachers will always try to improve their competencies in a better direction. Improving competencies will also influence better learning activities to produce quality students by educational goals. national, (Bermawi & Fauziah, 2015). Research results (Rachmawati, 2016) Educational supervision carried out by the school principal has a positive and significant effect on changes in teacher performance. Teacher performance will be improved if the principal's educational supervision in the form of leadership and supervision is increased. Educational supervision is very appropriate as an effort to improve teacher performance.

Similar research was also conducted by Suryani (2015: 19) who explained that in carrying out its duties, supervision functions to help, provide support, and encourage teachers to participate in improving the teaching and learning process. Judging from its function, it is clear that the role of supervision can help teachers in dealing with teaching and learning difficulties. A supervisor can act as a coordinator, consultant, group leader, and evaluator. Similarly, this research was also conducted by (Suwartini, 2017), school principals have a central role in managing personnel, especially regarding the professional competence of teachers in schools, so school principals need to understand and apply academic supervision competencies well. This is supported by research conducted by Wahyu Ningsih and Anif which explains that the implementation of academic supervision is carried out by preparing documents supporting supervision and followed by classroom observations by supervisors (Wahyuningsih & Anif, 2016).

The implementation of Academic Supervision at SD Negeri 6 Putatsari is carried out by the principal in the form of class visits which are intended to obtain an overview of the learning process carried out by the teacher. Implementation of academic supervision in the learning process starts from the planning stage where before implementing the teaching and learning process the teacher is required to prepare a syllabus and lesson plans. Next, the implementation stage is carried out, namely, the teacher begins to carry out learning activities in the classroom. The principal carries out observations in class by bringing prepared instruments (Sugiyanti & Narimo, 2016).

Implementation of Academic Supervision activities at SD Negeri 6 Putatsari, namely the supervisor comes to class with instruments that have been prepared to carry out learning observations while recording events according to the instruments (Hasanah & Kristiawan, 2019). Efforts that can be made to improve teacher performance through supervision of the principal include that the principal can consider other alternatives such as providing coaching, training, or upgrading outside of the teaching routine. Apart from that, the principal carries out planning, organizing, implementing, and evaluating carefully and involves other parties such as school supervisors, deputy principals, and teachers who have high competence.

Based on the analysis of research results and discussions (Worotikan et al., 2016) it can be concluded as follows: a) Coaching supervisors to improve teacher performance in implementing the assessment system

SKS through academic supervision shows an increase in each round (cycle). This can be seen from the average value reaching 55.89 in cycle 1, increasing to 73.11 in cycle 2, and in cycle 3 increasing to 85.11 with classical completeness having reached 100%. For the results of observations/observations on academic supervision by supervisors, it was recorded that teacher competence increased in fulfilling assessment standards from a score of before the action 46.78 to 74.33 after action 1 and 86.22 after action 2. b) Activities in coaching activities show that teachers can improve their performance well in every aspect. c) Improvement of teacher performance by supervisors through academic supervision shows an increase in each round. d) The activities of teachers and supervisors show that coaching activities through academic supervision are useful and can help improve teacher performance to more easily understand the concept of the role and function of teachers and supervisors so that their performance can improve.

The implementation of academic supervision takes place in one cycle consisting of three stages, namely, the initial planning stage, the observation stage, and the final or evaluation stage. At this planning stage, several things that must be considered are (a) creating an intimate and open atmosphere, (b) reviewing the learning plan which includes objectives, methods, time, media, feedback on learning results, and others related to learning, (c) determine the focus of the observation, (d) determine the observation tools (instruments), and (e) determine the technique for carrying out the observation. At the observation stage, several things must be considered, including: (a) it must be flexible, (b) it does not interfere with the learning process, (c) it is not judgmental, (d) notes and records things that happen in the learning process according to mutual agreement, and (e) determine the technique for carrying out observations. Final stage or evaluation (back discussion). At this stage, several things must be considered, including, (a) providing reinforcement, (b) reviewing the learning objectives, (c) reviewing things that have been mutually agreed upon, (d) reviewing observational data, (e) not seeking errors, (f) observing data not being disseminated, (g) drawing conclusions, (h) avoiding direct suggestions, and (i) reformulating agreements as a follow-up to the improvement process (Suartini, 2017).

The results of the research on "Management of Academic Supervision at SD Negeri 6 Putatsari Grobogan", are as follows: 1) In the academic supervision planning activities at SD Negeri 6 Putatsari, namely preparing a schedule, preparing learning plans, and compiling a list of teachers who will be supervised. 2) Implementation of Academic Supervision activities at SD Negeri 6 Putatsari, namely the supervisor comes to class with instruments that have been

prepared to carry out learning observations while recording events by the instruments. 3) Follow-up to Academic Supervision at SD Negeri 6 Putatsari, namely that the principal and teachers held discussions during breaks in the principal's office, where teachers were allowed to express their opinions regarding the learning process that had been implemented. The principal shows the results of the observation to then allow the teacher to observe and analyze them (Sugiyanti & Narimo, 2016).

Evaluation of Academic Supervision in Improving Teacher Performance at SD Cokroaminoto Kauditan

The results of the interview with the Principal of Cokroaminoto Kauditan Elementary School explained that academic supervision evaluations were carried out to find out teacher performance periodically and were part of improving teacher performance. The form of academic supervision activity at SD Cokroaminoto Kauditan is the teacher report card. Meanwhile, supervision evaluation is carried out by reflecting activities on the teacher's report card. Based on the results of interviews with the Deputy Principal, it was explained that 10% of teachers got scores above the average, 80% got standard scores and 10% got scores below the average. From the results of the teacher report cards received, teachers were divided into three categories, namely creative teachers, standard teachers, and non-standard teachers.

From these results, teachers who have exceeded the criteria are classified as safe. However, it cannot be denied that some teachers need guidance so they are programmed to carry out special teacher learning activities such as training, workshops, internships, comparative studies, etc. This is to improve the quality of teacher performance so that they can upgrade their abilities.

Academic supervision evaluation activities are carried out after the implementation of academic supervision which includes analysis of the results of learning observation assessments, lesson plan assessments, teacher administration assessments, and teacher discipline. The results of the teacher's report card are then followed up with an evaluation of the teacher's performance. The results of the interview with the Principal of Cokroaminoto Kauditan Elementary School explained that academic supervision evaluations were carried out to find out teacher performance periodically and were part of improving teacher performance.

The form of academic supervision activity at SD Cokroaminoto Kauditan is the teacher report card. Meanwhile, supervision evaluation is carried out by reflecting activities on the teacher's report card. Based on the results of observations in the field which were reinforced by interviews with the Deputy Principal, it was explained that 10% of teachers got scores above the average, 80% got standard scores and 10% got scores below the average. From the results of the teacher report cards received, teachers were divided into three categories, namely creative teachers, standard teachers, and non-standard teachers.

Harjali's research (2016) explains the teacher performance evaluation program at MA Al-Islam Joresan Mlarak Ponorogo, the program also refers to management principles which include four components, namely (1) planning teacher performance evaluation, (2) organizing teacher performance evaluation, (3) implementation of teacher performance evaluations, (4) supervision of teacher performance evaluations at MA Al-Islam Joresan Mlarak Ponorogo. Teacher performance evaluations are carried out once a year at the end of the school year, every day the evaluator team makes observations and will accumulate the evaluation results at the

end of the year. The implementation of teacher performance evaluation at MA Al-Islam Joresan Mlarak Ponorogo is carried out simultaneously for all employees, both teachers and staff. So that the implementation of teacher performance evaluation at MA Al-Islam Joresan Mlarak Ponorogo can run well, the principal sensitizes all teachers and employees regarding the time, methods, and procedures used in the evaluation process.

Principals as academic supervisors in improving the quality of education should not only be equipped with the ability to plan programs and strategies for implementing academic supervision but must be able to follow up on the results of academic supervision in the form of guidance given to the teachers they supervise so that it is hoped that there will be positive behavioral changes as a result. The results of coaching will ultimately improve the quality of education. The results of supervision need to be followed up to have a real impact on increasing teacher professionalism. It is hoped that this real impact can be felt by the community and stakeholders.

This follow-up takes the form of reinforcement and rewards given to teachers who have met the standards, educational warnings given to teachers who have not met the standards, and teachers who are allowed to take part in further training/upgrading (Suwartini, 2017).

Efforts to evaluate the creative teacher category will receive rewards in the form of creativity allowances and will become role models for other teachers because they have three of the best scores. A standard teacher is a teacher who has a score above the standard average score. The teacher has carried out his duties and obligations according to existing regulations. Meanwhile, non-standard teachers are teachers who have grades below the standard average score. So the teacher needs to improve several different categories of deficiencies. The way to improve or improve teachers is by delegating seminars, workshops, training, internships, and comparative studies to other schools, etc. so that teachers can upgrade their abilities and performance. This is reinforced by Harjali (2017: 17) who believes that the implementation of performance evaluation explains how the performance evaluation process is carried out. In implementing a performance evaluation program, several components are very necessary, including motivation, communication, and leadership.

Similar research was also conducted by (Hasanah & Kristiawan, 2019) who explained that academic supervision has an impact on teacher performance. Teacher evaluation will be seen from the learning plan, learning implementation, student assessment, and follow-up.

To achieve this goal, we use a quantitative approach. Data was collected using observation and questionnaires using a Likert scale. The analysis used is simple regression analysis. The results of the research show that there is a significant relationship between the principal's academic supervision and teacher performance. If the principal's academic supervision increases, teacher performance will also increase.

In carrying out academic supervision of teachers, school principals should use appropriate supervision approaches and techniques. So, when supervising one teacher and another teacher, the supervision techniques used will be different. However, at SMK N 1 Salatiga, the supervision carried out by the principal uses the same technique and is only carried out a few times, even though the schedule has been prepared and the teacher being supervised already exists, this is not done by all, in the implementation of supervision, sometimes it is delegated to the deputy's head. schools and sometimes it is not carried out at all, so teachers who have scheduled supervision feel disappointed because the supervision is not carried out. In the

implementation of academic supervision carried out at SMK N 1 Salatiga, it can be said that it is not going well, because the percentage of implementation is less than 50% of the planned schedule (Damayanti, 2016).

Suwartini (2017) explains that the academic supervision of state elementary school principals in Purwakarta Regency is in the very high category. This means that the three dimensions of the principal's academic supervision, namely planning the academic supervision work program, the principal's strategy in carrying out the implementation of academic supervision and carrying out follow-up academic supervision carried out by the principal of the State Elementary School in Purwakarta Regency have been procedurally fulfilled, but there is one dimension of follow-up. further academic supervision needs to be optimized further. School principals' academic supervision has a significant influence on the professionalism of state elementary school teachers in Purwakarta Regency. The influence shown by the principal's academic supervision on teacher professionalism is significant and relatively high. Practically, one of the factors that causes the high influence of the principal's academic supervision on teacher professionalism is the optimal role of the principal as a supervisor and teachers who critically always seek and actively improve themselves to obtain better things in carrying out their duties.

According to Ginting (2020), the steps for implementing academic supervision by school principals in improving teacher performance go through three stages, namely initial meetings, class observations, and follow-up. The initial meeting stage consists of preparing a supervision schedule, preparing supervisors, and teachers who will be supervised, and preparing supervision instruments. The second stage, namely classroom observation, consists of two types of techniques. The first technique is in the form of incidental class visits, the second technique is deliberation and meetings. The follow-up stage is in the form of feedback or evaluation of the results of academic supervision activities. Follow-up to the implementation of the principal's academic supervision in improving teacher performance in several ways, namely by appointing teacher status, joint coaching, training, involving senior teachers, personal dialogue with the principal, and coaching until they comply with the specified performance standards.

The principal's obstacles in implementing academic supervision in improving teacher performance at Cokroaminoto Kauditan Elementary School

Academic supervision activities do not necessarily run smoothly. In its implementation, many obstacles affect the implementation of academic supervision. The obstacle faced by the principal of SD Cokroaminoto Kauditan in implementing academic supervision is synchronizing the schedules of each different teacher which must be linked to the principal's schedule. Sometimes there are urgent events, evaluation and follow-up of the implementation of supervision require continuous time to improve teacher performance. and there are still teachers who are less creative and open-minded in improving their performance.

The obstacles faced by school principals in implementing academic supervision include (a) the academic supervision approach, the lack of time that the principal has so that the implementation of supervision is difficult to schedule, (b) academic supervision techniques, paying more attention to the psychological aspects of teachers and this factor is very important. determine the course of implementation of the academic supervision program, and (c) teacher

behavior during academic supervision, the conditions of teachers are very varied and very dependent on the techniques used by the principal.

This research is in line with research by Suryani (2015: 5) which revealed several obstacles faced in implementing academic supervision at the MIN Sukadam school, Banda Aceh City, including overlapping activities that must be carried out by the principal at the same time, and limited school operational funds for teacher development. This research is strengthened by the opinion of (Damayanti, 2016) who explains several obstacles faced in academic supervision management, namely leaders who lack authority; Authority is very important to drive change, and a person's authority can move other people naturally with the power of their spirituality. This authority can emerge from within a person because of honesty, consistency (*istiqomah*) in applying the rules, not being indiscriminate, and always being accountable for attitudes and actions taken, as well as by providing examples of good attitudes that do not violate norms. Consistency is born from high discipline, and discipline requires continuous practice and a great sense of responsibility. Without this sense of responsibility, the planned supervision program will only be implemented for a short time, or in other words, tomorrow the enthusiasm will return to normal and no more supervision will be carried out.

Meanwhile, the obstacles faced by school principals in implementing teaching supervision include (a) the teaching supervision approach, the lack of time the principal has so that the implementation of supervision is difficult to schedule, (b) teaching supervision techniques, paying more attention to the psychological aspects of teachers and this factor greatly determines the course of implementation of the teaching supervision program, and (c) teacher behavior during teaching supervision, the conditions of teachers are very varied and very dependent on the techniques used by the principal, (Bermawi & Fauziah, 2015).

The research results of Harianto et al., (2015) prove that the obstacles faced by school principals in implementing teaching supervision at SMAN in the Aceh Besar Regency environment can be identified through the following indicators, namely: a) Approach to teaching supervision. The research results show that the principal's obstacles In implementing teaching supervision, aspects of the teaching supervision approach include the lack of time that school principals have so the implementation of supervision is difficult to schedule. b) Teaching supervision techniques. The results of the research show that the obstacles faced by school principals in implementing teaching supervision at SMAN in the Aceh Besar District in terms of teaching supervision techniques include paying more attention to the psychological aspects of teachers. This factor greatly determines the course of implementation of the teaching supervision program. c) Teacher behavior during teaching supervision. The results of the research show that the obstacles faced by school principals in implementing teaching supervision at SMAN in Aceh Besar Regency in the aspect of teacher behavior during teaching supervision include that the condition of the teachers is very varied and very dependent on techniques used by school principals. If we are willing to pay attention, no matter how hard the work is, there will be no obstacles if we follow the rules according to the guidelines. Likewise, school principals carry out teaching supervision activities. Not all school principals understand and comprehend the meaning of roles and responsibilities as stated in the education program. A person who holds the position of principal is an educational leader.

In conclusion, according to research by Harianto et al. (2015), the obstacles faced by school principals in implementing teaching supervision include (a) the teaching supervision approach,

the lack of time the principal so that the implementation of supervision is difficult to schedule, (b) teaching supervision techniques, paying more attention to psychological aspects teachers and these factors greatly determine the course of implementation of the teaching supervision program, and (c) teacher behavior during teaching supervision, the conditions of teachers are very varied and very dependent on the techniques used by the principal,

Obstacles that hinder the implementation of teacher performance evaluation at MA Al-Islam Joresan Mlarak Ponorogo. This obstacle is the difference in parameters in the performance assessment format used between the evaluator team and those being evaluated. However, this can be resolved through deliberation to equalize perceptions, thereby producing the best decisions. Supervision of the teacher performance evaluation program at MA Al-Islam Joresan Mlarak Ponorogo is carried out once a year, in this supervision a review is carried out on the assessment format used to see whether it is still appropriate. or not, whether the evaluation objective has been achieved or not, look for things that are obstacles in the evaluation program and determine the solution by deliberating with the evaluator team. After monitoring the teacher performance evaluation program at MA Al-Islam Joresan Mlarak Ponorogo, it turned out that obstacles were found that hampered the implementation of teacher performance evaluation at MA Al-Islam Joresan Mlarak Ponorogo. This obstacle is the difference in parameters in the performance assessment format used between the evaluator team and those being evaluated. However, this can be resolved through deliberation to equalize perceptions, resulting in the best decision (Harjali, 2016).

Some of the obstacles faced by old-school management include the following: 1) Leaders who lack authority; Authority is very important to drive change, a person's authority can move other people naturally with the power of their spirituality. 2) Weak creativity; Supervision requires high creativity from supervisors to find solutions to problems faced in the field. The principal as a supervisor must be astute in reading the problems faced by teachers in the learning process, analyzing these problems, outlining the causal factors and things related to them, providing a comprehensive presentation of the problems faced, and the steps that must be taken as an effective solution. Not many school principals as supervisors have high creativity in solving problems. 3) Prioritize formality and ignore essence; The supervision carried out by the principal as supervisor at SMK N 1 Salatiga seems to only prioritize formality.

Having a principle that is more important than not implementing it at all. This is done only to fulfill administrative requirements at the time of accreditation and is not concerned with the essence or success of supervision which will bring changes to the school in a more advanced direction. The solution to this obstacle is to change the attitude of the principal as a supervisor so that he can be an example for teachers that teachers feel reluctant towards the principal. Apart from that, the principal should establish relationships with teachers, pay attention to teachers and communicate with teachers evenly, not show favoritism pay attention to teacher complaints, and provide solutions for teachers for the progress of the school.

Weak creativity; Supervision requires high creativity from supervisors to find solutions to problems faced in the field. The principal as a supervisor must be astute in reading the problems faced by teachers in the learning process, analyzing these problems, outlining the causal factors and things related to them, providing a comprehensive presentation of the problems faced, and the steps that must be taken as an effective solution. Not many school principals as supervisors have high creativity in solving problems.

This is where supervisors need to increase their competency to the maximum. So, school principals can develop a creative, critical, innovative, and productive thinking style. Because creativity can create new ideas in school development towards a higher quality school. Prioritizes formality and ignores essence; The supervision carried out by the principal as supervisor at SMK N 1 Salatiga seems to only prioritize formality. What's more important is that it happens than not at all. This is done only to fulfill administrative requirements at the time of accreditation and is not concerned with the essence or success of the supervision which will bring changes to the school in a more advanced direction (Damayanti, 2016).

The follow-up that can be carried out by the principal after carrying out academic supervision is in the form of coaching teachers, either by motivating them to take part in training, seminars, and workshops, or facilitating KKG activities by bringing in outstanding teachers as resource persons (Suwartini, 2017). In this way, it is hoped that teachers will be able to improve their teaching performance so that ultimately the learning objectives can be achieved well. Teacher development through academic supervision carried out by school principals must focus on what is their responsibility as public elementary school teachers in Purwakarta Regency.

Teachers must be considered as partners who can be invited to exchange ideas in thinking about various educational problems in schools. This kind of coaching pattern can raise the honor and dignity of teachers because they have the same position in managing education. The results of supervision need to be followed up to have a real impact on increasing teacher professionalism. It is hoped that this real impact can be felt by the community and stakeholders. The follow-up takes the form of reinforcement and appreciation given to teachers who have met the standards, educational warnings given to teachers who have not met the standards, and teachers are allowed to attend further training/upgrading.

CONCLUSION

Academic supervision carried out by the principal at SD Cokroaminoto Kauditan is structured and ongoing. The program is carried out every semester and is prepared in the form of a report card. Before carrying out supervision activities, the school principal must prepare assessment instruments, and scoring guidelines, schedule supervision, provide information to teachers regarding the implementation of supervision, carry out academic supervision, conduct reflection and evaluation of learning, and analyze the results of scoring.

Implementation of academic supervision includes several stages, namely a) the initial planning stage; compiling an academic supervision program, compiling academic supervision assessment instruments, compiling a supervision schedule, and conducting socialization on the implementation of academic supervision, b) the Observation implementation stage; The principal carries out observations in class by bringing prepared instruments, c) academic supervision evaluation stage. The results of the evaluation of academic supervision through observation activities and interviews with the principal and deputy principal showed that the majority of teachers had exceeded the specified standard score criteria. From these results, teachers who have exceeded the criteria are classified as safe. However, it cannot be denied that some teachers need guidance so they are programmed to carry out special teacher learning activities such as training, workshops, internships, comparative studies, etc. This is to improve the quality of teacher performance so that they can upgrade their abilities.

The principal's obstacle in implementing academic supervision at Cokroaminoto Elementary School. Kauditan is synchronizing the schedules of each different teacher which must be linked to the principal's schedule. Sometimes there are urgent events, and evaluation and follow-up of the implementation of supervision require continuous time to improve teacher performance, there are still teachers who are less creative and open-minded in improving their performance, and academic supervision techniques pay more attention to the psychological aspects of teachers and this factor determines the course of implementation of the academic supervision program.

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