



BALTIC JOURNAL OF LAW & POLITICS

A Journal of Vytautas Magnus University

VOLUME 16, NUMBER 3 (2023)

ISSN 2029-0454



Cite: Baltic Journal of Law & Politics 16:3 (2023): 1054-1067
DOI: 10.2478/bjlp-2023-0000083

Principal academic supervision in improving teacher performance (analysis of principal supervision yamisa senior high school soreang)

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Received: December 11, 2022; reviews: 2; accepted: January 21, 2023

Abstract

Principal academic supervision is an activity of coaching and observing and evaluating teacher performance in the teaching and learning process. This study aimed to determine the academic supervision activities carried out by the Principal of Yamisa Senior High School Soreang in improving teacher performance. This study used a qualitative approach involving school principals and teachers. The data were collected through observation, interviews and case studies. The data were analyzed using a descriptive qualitative method by describing or disclosing the characteristics of the elements which are the focus of the research. The results showed that academic supervision at Yamisa Senior High School Soreang had been going well in accordance with existing regulations, including class visits, class observations, inter-visit, private conversations at teacher meetings and workshops. Supervision of the school principal in the form of direct visits to class was conducted by the principal routinely twice a year. In this supervision the principal enters the class directly and participated in the teaching and learning process without notifying the teacher to be supervised. The results of the supervision conducted by the Principal of Yamisa Senior High School Soreang. School produced very satisfying results, especially the teacher's performance which was better than before. The results above were also one of the supporting factors for achieving educational goals at Yamisa Senior High School Soreang

Keywords

Academic Supervision, teacher performance

Introduction

Improving the quality of education services in terms of teacher professional qualifications needs to be fostered and reorganized so that in turn it can be used to lead teachers to become professional figures in education. Someone will work professionally if he has adequate competence. A person will not be able to work professionally if he only fulfills one of the required competencies.

Likewise with teachers, a teacher will be able to carry out his duties and responsibilities professionally if he has mastered the teacher competencies set by the government, as stated in the Law on Teachers and Lecturers, article 8 of the Law of the Republic of Indonesia number 14 of 2005, where the teacher must have at least four competencies namely: pedagogical competence, personal competence, social competence and professional competence.

Teachers when applying their competencies face many challenges and obstacles that arise in the field, both internally and externally, for this reason teachers need help and guidance from supervisors to provide solutions. This is in line with the purpose of implementing academic supervision put forward by Glickman in Fathurrahman (2015), namely academic supervision is carried out in order to help teachers develop their abilities in educating to achieve the learning objectives set for their students. According to law No. 19 of 2005 article 57 confirms that supervision includes managerial and academic supervision carried out regularly and continuously by the supervisor or owner of the education unit and the head of the education unit. For school principals, the competency standards in question are those set out in the Minister of National Education Regulation No. 13 of 2007 concerning School / Madrasah Principal Standards, that there are 5 competencies that must be possessed by school principals, namely personality competencies, managerial competencies, entrepreneurial competencies, supervision competencies and also social competencies.

Supervision is all assistance from school leaders, which is aimed at developing the leadership of teachers and other school personnel in achieving educational goals. This is in the form of encouragement, guidance, and opportunities for the growth of the skills and abilities of teachers, such as guidance in the effort and implementation of reforms in education and teaching, the selection of learning tools and teaching methods that are better, methods of assessment a systematic approach to the phases of the entire teaching process, and so on. In other words, Supervision is a planned coaching activity to assist teachers and other school employees in carrying out their work effectively.

The results of the initial observations that the researchers conducted at the Senior High School level in the Soreang sub-district, Bandung Regency, the researchers found senior high school that was well developed both in quantity and

quality, namely Yamisa Senior High School Soreang competes strictly year after year the development of the Senior High Schools Yamisa Soreang school has increased in 2015. Yamisa Senior High School has 150 students and in 2018 the students increased to 180 students and now in 2022 Yamisa's students have grown to 210 students. This increase in quantity is in line with the continued increase in public trust in the madrasah and even people from outside the village as well, this is evidenced by 20% of the number of students coming from outside the village.

Based on the description and conditions above, the researcher wants to know the extent to which the school principal's Academic Supervision improves the performance of Yamisa Senior High School Soreang teachers.

Literature review

Principal leadership

The success of an educational institution is highly dependent on the leadership of the principal. According to Stoner in the book *Management Principles* written by Muhammad Bukhori, et al. (2015), argued that: "leadership can be interpreted as a process of directing and giving influence to the activities of a group of members whose duties are interrelated". There are three important implications of this definition:

1. First, leadership that concerns other people, subordinates or followers. Their willingness to accept direction from the leader, group members help determine the status or position of the leader and make a leadership process work without subordinates, all leadership qualities of a manager will be irrelevant.
2. Second, leadership involves an unequal distribution of power among leaders who have the authority to direct various activities to group members, but group members cannot direct activities to the leader directly, although it can also be through a number of indirect ways.
3. Third, besides being able to provide direction to subordinates or followers, leaders can also use influence. In other words, leaders not only order subordinates what to do but can also influence how subordinates carry out their orders.

Principal Supervision Concept

Educational supervision is defined as a process of providing professional assistance services to teachers to improve their ability to carry out learning process management tasks effectively and efficiently (Asyari, 2020; Raberi, et al., 2020). Supervision can be carried out by paying attention to the supervision activities of class heads, paying attention to teacher welfare, motivating teachers (Sohim, et al., 2021; Werdiningsih, 2021).

Supervision is one of the efforts made by school principals to improve teaching and learning situations, so as to improve the quality of learning in schools

(Suchyadi, et al., 2019). Several studies that have been conducted previously state that the supervision of school principals has a positive and significant influence on teacher performance in schools (Aprida et al., 2020). The same thing was also mentioned by subsequent research which stated that the academic supervision of school principals had a positive and significant effect on the performance of elementary school teachers (Pujianto et al,2020)

There are two academic supervision techniques, namely individual supervision techniques and group supervision techniques.

1. Individual supervision technique

Individual supervision technique is the implementation of individual supervision of lecturers or instructors. Supervisors here only deal with a lecturer or instructor so that from the results of this supervision the quality of learning will be known. Various types of individual supervision techniques According to Verma in Aulia, Rizki (2019) There are five types of individual supervision techniques according to, namely:

1. Class visits, Class visits are techniques for coaching lecturers or instructors by the head of the Education Unit to observe the learning process in class. The aim is to help lecturers or instructors in overcoming problems in the classroom.
2. Class Observation, Class observation is observing the learning process carefully in class. The goal is to obtain objective data
3. Individual meeting. Individual meeting is a meeting, conversation, dialogue, and exchange of ideas between lecturer supervisors or instructors. The purpose is:
4. Developing better teaching matters;
5. Fix all the weaknesses and deficiencies in the lecture
6. eliminate or avoid all prejudice.
7. Inter-class Visits Inter-class visits are lecturers or instructors who visit other classes in the Education Unit itself. The aim is to share experiences in learning.
8. d) Assessing Yourself. Self-assessment is self-assessment carried out byoneself objectively. For that purpose self-honesty is required.

2. Group supervision techniques

Group supervision technique is supervision carried out in groups. Among others:

- 9 Hold meetings or meetings (meetings) A good school principal generally carries out his duties based on the plan he has drawn up. Included in this plan, among other things, can be used as material in meetings held in the framework of supervision activities such as matters relating to the implementation and development of curriculum, administration or management of schools, and management of school finances.
- 10 Holding group discussions (group discussions) Group discussions can be held by forming groups of teachers in similar fields of study. The groups that

have been formed are programmed to hold meetings/discussions to discuss matters related to the learning material.

Teacher Performance

According to Priansah in Arosit (2021) Definition of Teacher Performance The term performance comes from the word job performance or actual performance (work achievement or actual achievement achieved by a person). According to Mangkujayan quoted by Jasmani and Syaiful (2013) suggests that "performance is the result of work in quality and quantity achieved by an employee in carrying out his duties in accordance with the responsibilities given to him." Performance is a translation from English, work performance or job performance. Performance or performance is also called performance, work performance, or the results of work implementation. Performance in Indonesian is also called work performance. Physical Performance and Syaiful Mustofa, Educational Supervision A New Breakthrough in Improving the Performance of School Superintendents and Teachers (Yogyakarta: Ar-Ruzz Media, 2013).

Teacher Performance and Professionalism Focus on Improving the Quality of Education, Schools and Monitoring of work performance is defined as an expression of ability based on knowledge, attitudes, skills, and motivation in producing something. Performance issues always receive attention in management because they are closely related to the productivity of institutions or organizations. Performance is an activity carried out to carry out, complete tasks and responsibilities in accordance with the expectations and goals that have been set. Judging from the meaning of the word performance comes from the word performance. The word "performance" gives three meanings, namely: 1) "achievement", as in the context or sentence "high performance car", or "a very fast car", 2) "performance" as in the context or sentence "Folk dance performance", or "Performance of folk dances", 3) "performance of duties" as in the context or the sentence "in performing his/her duties".

From the understanding above, performance is defined as an achievement, showing an activity or deed and carrying out the tasks that have been assigned. The definition of performance is often identified with work performance. Because there are similarities between performance and work performance.

Companies must be able to produce goods or services with increasing quality.

- 11 service to consumers is faster and more efficient.
- 12 emphasis on production costs so that the cost of goods sold can be stable so that all consumers can feel it.
- 13 increasing the knowledge and skills of workers so that they can innovate in meeting changing consumer needs in accordance with the dynamics and demands of the times.

When applied to activities in educational institutions based on the opinion above, the performance statement in question are

- 14 the work performance of educational institution administrators in

implementing educational programs is capable of producing graduates or outputs of increasing quality.

15 being able to show or demonstrate to the public (in this case students) in the form of good service, the costs that must be incurred by the community to entrust their children as students in meeting their learning needs are not burdensome and affordable by all levels of society.

16 In carrying out their duties the managers of educational institutions such as school principals, teachers and education staff are getting better and developing and are able to keep up with the dynamics of the needs of the community which are always changing in accordance with the progress and demands of the times. Performance implies the result of work, ability, achievement, or encouragement to carry out a job. The success of individuals or organizations in achieving these targets or goals is performance. According to Suprihanto quoted by Supardi (2014) states Performance is the result of a person's work in a certain period compared to how many possibilities, for example standard targets, targets, or criteria have been Teacher Performance Indicators Each individual, group or organization has a certain assessment of performance and assigned responsibilities. individually. According to Locke and Latham cited by Supardi (2014) states that a person's performance is determined by several fields as follows:

1) ability, 2) commitment, 3) feedback, 4) task complexity, 5) situational conditions constraint), 6) challenge, 7) goal, 8) direction, 9) effort, 10) endurance/persistence, 11) specific strategy in dealing with tasks (task specific strategies).

Meanwhile, according to The National Council For Accreditation Of Teacher Education cited by Supardi (2014) states that what can be used as an indicator of teacher performance standards include:

Standard 1: Knowledge, Skills, and Dispositions

Standard 2: Assessment System and Unit Evaluation

Standard 3: Field experience and Clinical Practice

Standard 4: Diversity

Standard 5: Faculty Qualification, Performance, and Development

Standard 6: Unit Governance and Resources

The indicators above show that teacher performance standards are a form of quality or benchmark indicating the amount and quality of work that must be produced by teachers including: knowledge, skills, placement systems and experience variation units, practical abilities, qualifications, work results, and development.

Teacher Performance Improvement Efforts

Nowadays it is clear that education administrators, both at the central, regional, and executive levels in the field, are making various efforts to improve teacher performance. The main goal of improving teacher performance is to realize

the intention and desire to achieve quality student achievement, both in order to realize the vision educational transformation, namely education must produce human beings who believe, have noble character, are intelligent, and human beings who are able to master science and technology. Basically activities to improve teacher performance can be carried out through two approaches, namely

- a. Internal School Activities Internal school activities include:
 - 17 class supervision by the school principal and supervisors from the local education office to improve teacher quality
 - 18 the subject teacher deliberation program (MGMP) which is planned and implemented regularly and continuously,
 - 19 the school principal carries out planned, effective and sustainable supervision activities, and
 - 20 school principals can motivate and provide opportunities for teachers to take part in seminars or workshops and upgrading in areas related to the expertise of the teacher concerned by bringing in relevant experts.
- 21 b. External School Activities Several activities carried out outside the school that aim to improve teacher competence and performance in teaching are well-planned upgrading and training activities, carried out at the district or provincial city level at the national level to increase teacher teaching knowledge and skills.

Research methods

This research is a qualitative research, namely an approach that is also called an investigative approach because researchers usually collect data by face to face and interact with the people in the research area. This research was conducted at Yamisa Senior High School Soreang with the principal and teacher as subjects. Data collection was carried out using interview techniques, observation and documentation. Data analysis was carried out qualitatively. The data to be analyzed were interviews, observations or field notes and documentation. The analysis consists of three paths, namely data reduction, data presentation, drawing conclusions or verification. As well as using data analysis of Miles and Huberman with interactive models

Discussion result

Research result

1. How is the implementation of the Principal's Academic Supervision in improving teacher performance at Yamisa Senior High School Soreang?

This study discusses the implementation of academic supervision by the principal at Yamisa Senior High School Soreang, using Piet A. Sahertian's theory, including the implementation of academic supervision based on theory and

supervision techniques divided into two individual supervision techniques and group supervision techniques. In applying the 6 techniques including class visits, class observations, inter visitations, private conversations, teacher workshop meetings or group studies between teachers.

The supervision carried out by the Principal of Yamisa Senior High School Soreang,

Hj E. Sofi Rahmatila Wati said that he used individual supervision techniques. He immediately visited the class and sometimes only listened to the course of learning outside the classroom. Besides that, he usually also directly interviewed the teacher concerned directly so that the problem was clearer. My supervision model is scientific supervision because this supervision model is carried out in a planned and periodic manner and also uses a clinical supervision model, which places more emphasis on teaching.

The information above was corroborated from the results of an interview with the deputy of the Yamisa Senior High School Soreang curriculum, Mr. Asep Sopian, he said that during the supervision that had been carried out, the head of the madrasa came directly when the teacher being supervised was teaching in class. The school principal participates in learning activities from start to finish, the head brings a supervision form to be assessed when supervising is carried out, said the Curriculum Guardian.

Similar information was also obtained by the researcher from the Mathematics subject teacher regarding the interview as follows: "I usually teach using the lecture method, question and answer and also discussion. In fact, the existence of supervision has a good impact on the teacher, because the teacher will be more disciplined when preparing learning materials and when carrying out teaching activities. The head of the madrasa, when supervising, immediately comes to class and participates in teaching and learning activities. This was previously the teacher already knew the supervision schedule but was not told the hours for its implementation so that at any time everything had to be ready to be supervised, because supervision here is held per semester so it has become commonplace when supervised and many teachers respond well .

Based on this research, it can be seen that the technique used in supervision is an individual technique with class visits to find out the teacher's learning activities carried out by the teacher. (Pujianto et al., 2020).

There are two academic supervision techniques, namely individual supervision techniques and group supervision techniques.

a. Individual supervision technique Individual supervision technique is the implementation of individual supervision of lecturers or instructors. Supervisors here only deal with a lecturer or instructor so that from the results of this supervision the quality of learning will be known.

a. Various types of individual supervision techniques According to Verma in Aulia, Rizki (2019) There are five types of individual supervision techniques according to, namely:

a) Class visits, Class visits are techniques for coaching lecturers or instructors by the head of the Education Unit to observe the learning process in class. The aim is to help lecturers or instructors in overcoming problems in the classroom.

b) Class Observation, Class observation is observing the learning process carefully in class. The goal is to obtain objective data Data use uses data collection instruments in the form of structured and unstructured interviews, observation and documentation studies. Interviews were conducted with the principal and teachers of Yamisa Senior High School Soreang.

Class visits

In terms of conducting class visits the Head of Yamisa Senior High School Soreang has done it to the fullest. This is based on the statement from the principal as follows.

He said that: I made class visits. What I did was class observation by observing, seeing, assessing, guiding and providing input to the teacher regarding the deficiencies that were found in the teacher during teaching and learning activities in the class and I visited the class not every week. at least once a month sometimes twice a month. The results of the interview were corroborated by Ms. Lusi as a Japanese language teacher during the interview as follows:

He said that it was true that the principal made visits to classrooms and the principal observed the ongoing teaching and learning process between teachers and students. and the principal of Yamisa Senior High School Soreang often or regularly made class visits once a month or more.

Furthermore, as a teacher, Ihniati, Yamisa Senior High School Soreang teacher emphasized that:

The principal at Yamisa Senior High School Soreang often makes visits between one teacher and another teacher who is teaching to share information with fellow teachers to broaden learning experiences, see ways and methods between teachers to get to a better goal.

The results of the interviews, observations and documentation above show that visits between classes at Yamisa Senior High School Soreang have gone smoothly, also with this activity it can help teachers who want to gain experience or skills regarding teaching techniques and methods and are useful for teachers who are facing certain difficulties in teaching and can provide directed motivation towards teaching activities.

Teacher Meeting

Implementation of one meeting, a matter of time, and place have a big influence on the success or failure of the meeting. This is as stated by Miss Hj. E. Sofi Rahmatilawati as Head of Yamisa Senior High School as follows: "Yes, I regularly conduct meetings with teachers regarding work evaluations to solve teacher problems in educating and to improve learning outcomes." The results of the interview above can be strengthened by the results of an interview with the

deputy head of curriculum at Yamisa Senior High School Soreang as follows: "Teacher meetings are often held once a month, attended by all teachers." Based on the results of the interviews, observations and documentation above, the researcher concludes that teacher meetings are often held once a month to gather opinions about work methods that will bring teachers together towards achieving maximum teaching goals in schools and encourage teachers to accept and implement their assignments well and encourage the growth of teachers.

In addition, the Head of Yamisa Senior High School Soreang always holds a workshop in one semester once, which aims to formulate the difficulties encountered, then formulate alternative solutions that are appropriate to the problems faced.

2. How is the implementation of the results of the principal's academic supervision in improving teacher performance at Yamisa Senior High School Soreang?

The results of academic supervision provide an overview of the implementation of academic supervision. Data from academic supervision results are results that show the supervisor's performance and to ensure that the implementation is in accordance with the standards set out in the plan. Academic supervision must be able to influence and develop teacher behavior directly in managing the learning process. These are the essential characteristics of academic supervision that deserve attention.

The behavior of school supervisors in helping teachers develop their abilities must be well designed so that the start and end times of the development program are clear.

The learning tools prepared by the teacher receive a special place for the guidance of the school supervisor's academic supervision in the form of a learning implementation plan (RPP). Implementation of learning includes preliminary activities, core activities, and closing activities.

1. Preliminary Activities In the preliminary activities, the teacher prepares students psychologically and physically to take part in the learning process; ask questions that relate previous knowledge to the material to be studied; explain the learning objectives or basic competencies to be achieved; convey the scope of material and explanations of activity descriptions according to the syllabus.

2. Core Activities

Implementation of core activities is a learning process to achieve basic competence (KD) which is carried out interactively, inspiring, fun, challenging, and motivating students to participate actively, as well as providing adequate space for initiative, creativity, and independence according to their talents, interests, and the physical and psychological development of students. Interactive learning is learning that provides opportunities for students to establish meaningful collaborations with friends and teachers. Inspirational learning is learning that encourages and triggers students to discover new and innovative things. Fun learning is learning that allows

students to learn in an atmosphere without pressure, free, involved psychologically and physically. Motivating learning is learning that encourages and encourages students to achieve achievements, compete, dare to express, and actualize themselves with learning materials. The core activities use methods that are adapted to the characteristics of students and subjects, which include processes of exploration, elaboration, and confirmation. The process is explained as follows. a. Exploration is a series of learning activities that provide opportunities for students to seek various information, solve problems, and innovate. b. Elaboration is a series of learning activities that allow students to express and actualize themselves through various activities and meaningful work. c. Confirmation is a series of learning activities that provide opportunities for students to be assessed, given reinforcement, and improved continuously and continuously. Learners are facilitated to gain meaningful experience in achieving basic competencies, namely:

- a. Serves as a resource person and facilitator in answering questions from students who are having difficulties, using standard and correct language;
- b. Help solve problems;
- c. Provide references so that students can checking exploration results; provide information to explore further;
- d. provide motivation to students who lack or have not actively participated.

3. Closing Activities

In closing activities, a summary or conclusion of the lesson is prepared; conduct an assessment of activities that have been carried out consistently and programmed; provide feedback on the process and learning outcomes; planning follow-up activities in the form of remedial learning, enrichment programs, guidance and counseling services and giving assignments, both individual and group assignments according to the learning outcomes of students; submit a lesson plan at the next meeting. The design is realized in the form of a supervision program! academic goals that have been determined. The ultimate goal of academic supervision is for teachers to be more able to facilitate learning for their students.

The results of post-supervision related to teacher teaching preparation at Yamisa Senior High School Soreang were delivered by the school principal:

Teachers after being supervised regarding teaching preparation and the results have increased, including related to the lesson plan, which previously was not appropriate in the teaching and learning process, now it is appropriate, completeness of teacher teaching materials, discipline and completeness of filling out teaching report books, which were previously not paid enough attention to, now are always complete.

This statement was also reinforced by one of the Arabic language teachers Yamisa Senior High School Soreang I was previously known by the school principal, when delivering material, using methods and media, evaluating and managing the class I was not very creative and innovative but after receiving input of criticism and suggestions from the head school so I can develop my innovation and creativity in educating students so that my students can better understand what I convey.

The results of the implementation of the curriculum that must be achieved in a certain period. This was done by the principal by looking at the material that had been delivered at that time and adjusted it to the time and targets set at that time. Regarding the results of supervision regarding the implementation of the curriculum that must be achieved in a certain period. These results are shown from the presentation by the school principal: Looking at the material that was delivered by the teacher at that time and adjusted to the time and target set determined at that time I noticed that there had been changes, especially in the suitability and delivery of the material was right according to the specified target. This was reinforced by information provided by one of the Japanese teachers.

The results of the supervision carried out by the head of Yamisa Senior High School Soreang produced very satisfying results, especially the quality of teachers who were better than before, such as: preparation in teaching (learning tools), results of implementing the curriculum that must be achieved in a certain period, teacher activeness in carrying out assignments , as well as the attitude and behavior of the teacher, all of this is built so that the attention, discipline, concern for the teacher, and the harmony of the family of Yamisa Senior High School Soreang are well maintained. The results above are also one of the supporting factors for achieving educational goals at Yamisa Senior High School Soreang

Conclusion

The implementation of Academic Supervision at Yamisa Senior High School Soreang has been going well in accordance with existing regulations, including: a) class visits, the principal has made class visits according to the teacher's teaching schedule. b) class observation, the principal makes careful observations, using certain instruments. c) inter visitation, namely visits between classes at Yamisa Senior High School Soreang that have been running smoothly can help teachers who want to gain experience. d) private conversations, the principal always holds private conversations to correct the weaknesses and deficiencies that are often experienced by a teacher. e) teacher meetings, often held once a month to unite teacher views and encourage teacher growth. f) workshops, in Yamisa Senior High School it has been going well in one semester once. Supervision of the principal above is by visiting the class directly, and sometimes only listening to the course of learning outside the classroom, besides that it is usually also directly interviewing the teacher concerned directly so that the problem is clearer.

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