

## Academic Supervision of the Masterhead in Improving Teacher Performance

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### ABSTRACT

This study aims to: 1) To describe the principal's academic supervision planning in improving teacher performance in SMP Plus Bustanul Ulum, 2) Describe the implementation of the principal's academic supervision in improving teacher performance at SMP Plus Bustanul Ulum, 3) Describe the evaluation and follow-up of the principal's academic supervision in improving teacher performance at SMP Plus Bustanul Ulum, 4) Describe the obstacles faced in the implementation of the principal's academic supervision to improve teacher performance at SMP Plus Bustanul Ulum. This research uses a descriptive qualitative approach. Determination of research subjects was done purposively. Data sources used primary data sources. Data collection techniques using non-participatory observation, interviews and documentation. Data Analysis: using descriptive qualitative with Milles, Huberman and Saldana's interactive model with steps: Data collection, data condensation, data presentation and conclusion drawing. Data validity uses source triangulation and technique triangulation. The results showed that academic supervision planning is adjusted to the analysis of teacher needs and based on school needs in determining activities, media, level of efficiency and effectiveness and schedule of activities with one goal, namely both aiming to improve teacher performance.

**Keyword:** Principal Academic, Supervision, Teacher Performance

### INTRODUCTION

Professional academic supervision is a very decisive obligation to improve teacher performance. In carrying out their duties as supervisors, principals conduct supervision through formal supervision and informal supervision. Formal supervision is carried out on a scheduled basis, namely at least once every three months. Meanwhile, informal supervision is carried out at any time and is not scheduled. In addition, outside the predetermined program, the principal also supervises teachers who are more about sharing conducted individually. The success

of the school above to achieve the achievements of its students, both academic and non-academic achievements cannot be separated from the implementation of supervision by principals in improving teacher performance.

Willes quoted by Jasmani and Syaiful Mustofa argues that supervision is assistance to develop a better learning situation (Asf & Mustofa, 2013). In Carter Good's Dictionary of Education quoted by Mulyasa, it is stated that supervision is all efforts made by school principals in leading teachers with the intention of improving the teaching process including stimulating, selecting the growth and development of teachers and revising educational goals, teaching materials and teaching methods and teaching evaluation (Mulyasa, 2014). Meanwhile, Neagley dan Evans state that *"supervision is considered as any service for teachers that eventually result in improving instruction, learning, and the curriculum"* (Koslofsky, 1980). This means that supervision is a service to teachers in terms of improvement, learning and curriculum.

Supervision is very important for education to ensure the effectiveness and productivity of the program. At least, there are two reasons underlying the importance of academic supervision (Mukhtar & Iskandar, 2009). The function of the principal in addition to being a leader is also as an educator, manager, administrator, supervisor, leader, innovator and motivator (Kristiawan & Rahmat, 2018; Rahayu et al., 2018). Therefore, supervision activities should be carried out continuously whether requested or not, because supervision is not an activity to spy on teachers but as assistance provided to improve the teaching-learning situation. Improving the teaching and learning situation is broadly defined not only as curriculum development, PBM improvement and teacher development, but also improvements to teacher motivation and morale. Therefore, supervision services are sought to reach all teachers and are provided individually.

Improving teacher performance will have an impact on improving teacher activities in the learning process, namely how a teacher plans learning, carries out learning activities, and assesses learning outcomes (Andriani et al., 2018). Teacher performance is focused on meaningful learning for students. Permendiknas number 41 of 2007, that learning must meet process standards including planning the learning process, implementing the learning process, assessing learning outcomes for the implementation of an effective and efficient learning process (Lian, 2020).

The role of the principal at SMP Plus Bustanul Ulum is to carry out academic supervision professionally. Academic Supervision of Principals in Improving Teacher Performance at SMP Plus Bustanul Ulum" Mlokorejo village, Puger sub-district, Jember district as an effort to find out, analyze and describe the planning, implementation, evaluation and follow-up of academic supervision as well as the obstacles faced by principals in carrying out academic supervision.

## LITERATURE REVIEW

### Principal's Academic Supervision

According to Carl D. Glickman cited in Allan Glathorn, provides a definition: *"Supervision is the function in shools that draws together the discrete elemants of instructional effectiveness into whole-school action"*(Glatthorn, 1991). According to the Ministry of Education in Donni Juni Priansa and Rismi Somad, academic supervision is an effort to assist teachers in developing their ability to achieve learning goals(Somad & Priansa, 2014). According to Wiles briefly formulates that *"Supervision is assistance in the development of a better teaching learning situation"*(Salmon, 1975).

By exploring the views of experts, such as Glickman, Daresh, and Sergiovanni as cited by Imam Machali and Ara Hidayat, they define academic supervision as a series of activities to help and guide teachers to develop their ability to manage the learning process for the achievement of learning objectives(Machali & Hidayat, 2016). Meanwhile, Jerry H. Makawimbang defines academic supervision as a series of activities that focus on supervisor observations on academic problems, namely things that take place in the learning environment(Makawimbang, 2011).

From some of the above definitions, it can be concluded that academic supervision is a series of planning, coaching and service activities that focus on academic issues to help teachers develop their ability to manage the learning process in order to achieve learning objectives. As a leader, the principal has an important role in supervision. Principals have the role of providing guidance and direction to teachers,

The implementation of supervision carried out by principals is expected to have an impact on the formation of teachers' professional attitudes. The professional attitude of teachers is very important in improving the quality of teachers, because it always affects the behavior and daily activities of teachers. Professional behavior will be more realized in the teacher, if the institution where he works pays more attention to fostering, forming, and developing professional attitudes(Karwati & Priansa, 2017). Therefore, every principal must have and master the concept of academic supervision which includes the definition, purpose and function, principles, and techniques of supervision.

Then about the principal. Etymologically, a principal is a teacher who leads a school. In terminology, a principal is defined as a functional teacher who is given additional duties to lead a school where the teaching and learning process is organized or where there is interaction between teachers who give lessons and students who receive lessons(Poerwadarminta, 1994). The meaning of principal is "a leader who is responsible for all educational and teaching activities at school(Burhanuddin, 2005). If the principal is a leader, then in line with this, George Terry explains that leadership is the ability of a person or leader

to influence the behavior of others according to his wishes in a particular situation. Leadership is the natural growth of people coming together for a purpose in a group. Some people in the group will lead, the largest part will follow (Terry & Leslie, n.d.).

The principal has full authority and responsibility for organizing all educational activities within the scope of the school he leads on the basis of Pancasila and aims to :

- a) Increase devotion to god almighty
- b) Improve intelligence and skills
- c) Heighten character
- d) Strengthening personality
- e) Promote the spirit of cooperation (Daryanto, 2013)

Academic Supervision carried out by the Principal is very important because it is impossible for an organization's goals to be achieved properly without maximum planning, implementation, evaluation and follow-up and analyzing the obstacles that occur in an institution, the following things must be done by the principal. If it is understood about academic supervision and school principals, several activities can be clarified in the implementation of school principal supervision which include;

### **Principal's Academic Supervision Planning**

Supervision program planning is based on various information obtained on the basis of identification and analysis of the results of supervision in the previous year. According to G.R. Terry, planning does not escape the 5W + 1H formula which is a basic question, namely What (what action should be carried out) Why (why it should be carried out), Where (where it will be carried out) When (when it will be carried out), Who (who will do it) Then How (How it will be carried out) (Terry & Leslie, n.d.).

Richard A. Gorton on determining activity planning there are four points that need to be considered, namely (Gorton, 1976):

1. Determine activities
2. Determine qualified resources including: personnel, facilities and capital (costs).
3. Determine the level of effectiveness and efficiency
4. Determine the schedule of activities.

The same thing was also conveyed by Peter Oliva in Donni Juni Priansa and Rismi Somad, stating that academic supervision activities are intended to (Somad & Priansa, 2014):

1. Assist teachers in planning learning
2. Assisting teachers in presenting learning materials
3. Assisting teachers in evaluating learning
4. Assisting teachers in managing the classroom
5. Assisting teachers in developing the curriculum
6. Assisting teachers in evaluating the curriculum

7. Assisting teachers in evaluating themselves
8. Helping teachers work with groups
9. Helping teachers through inservice programs

Planning is the first step in implementing educational supervision, including in this planning is preparation for supervision. Things that must be prepared in this planning include determining the time of supervision, supervision instruments, supervision materials and others. Planning serves to produce a framework and as a guideline for completion, determine the process for achieving goals, measure each step or compare it with the results that should be achieved, prevent waste, and narrow the possibility of obstacles arising.

### **Implementation of the Principal's Academic Supervision**

Implementation is an effort to realize what has been planned. In the implementation of this supervision, a supervisor considers the model, approach and supervision techniques implemented (Asrori, n.d.). The supervision approach consists of a direct approach, an indirect approach, and a collaborative approach. Meanwhile, supervision techniques consist of individual techniques and group techniques.

Glickman who states that in the indirect approach the supervisor "*directive-control orientatio includes the major behaviors of clarifying, presenting, demonstrating, directing, standardizing, and reinforcing*" (Glickman, 1981)

The implementation of academic supervision techniques is in accordance with the theory put forward by Hendiyat Soetopo and Easti Soemanto that educational supervision techniques can be viewed from the number of teachers and how to deal with teachers (Soetopo, 1984). Individual techniques include classroom visits, classroom observations, interviews, inter-class visits, self-assessment, while group techniques include meetings, group discussions, focus group discussions, upgrading, seminars, workshops, and the like. In addition, the principles of supervision such as objective, democratic, humanist, sustainable and others are important in carrying out the supervision process.

### **Evaluation and Follow-up of Principal's Academic Supervision**

The purpose of evaluation here is a series of processes to determine the quality of an activity based on certain considerations and criteria in order to make a decision. Evaluation in educational supervision activities is a series of steps to assess, determine a predetermined learning process activity to then become a consideration and supervision decision.

TR Morrison in Abdjul quoted by Nanang, there are three important factors in the concept of evaluation, namely: judgment, description of the object of assessment, and defensible criteria. This is also supported by Chester T. Mc Nerney who states that the purpose of evaluation is as follows: "The purpose of any program of evaluation is to discover the needs of the individuals being evaluated and then design learning experiences that will satisfy these needs". In general, it can be interpreted that the

purpose of the evaluation program is to examine or discover the needs of each individual being assessed and then used to plan learning experiences that can meet the needs of each individual (Lucio & McNeil, 1968). The objectives of evaluation include: a) To obtain a basis for considering the end of a work period, what has been achieved, what has not been achieved, and what needs special attention. b) To ensure an effective and efficient way of working that leads the organization to the use of educational resources (human / personnel, facilities / infrastructure, costs) in an economically efficient manner. c) To obtain facts about difficulties, obstacles, deviations from certain aspects such as annual programs, learning progress (Fatah, n.d.).

The results of supervision need to be followed up to have a real impact on improving teacher professionalism. This real impact is expected to be felt by the community and stakeholders. The follow-up is in the form of: reinforcement and appreciation given to teachers who have met the standards, educational reprimands given to teachers who have not met the standards and teachers are given the opportunity to attend further training/learning. Follow-up of the analysis results is the utilization of supervision results. Besides that, another thing that is done in this Follow-Up Plan (RTL) activity is to develop steps for the next supervision program (Machali & Hidayat, 2016).

In the implementation of academic supervision follow-up activities, the main target is teaching and learning activities. The results of the analysis, the supervisor's notes, can be used to develop the teacher's teaching skills or improve the performance of teachers and employees, at least to reduce the obstacles that arise or that may arise. Feedback will provide help for supervisors in carrying out follow-up supervision. The feedback can also create an atmosphere of communication that does not cause tension, emphasize the authority they have, provide opportunities to encourage teachers to improve their skills and performance.

### **Teacher Performance**

Performance is a translation from English, namely from the word work performance or job performance. The word performance comes from the word to perform which means to display or carry out. Performance means work achievement, work execution, performance or work appearance. In the Big Indonesian Dictionary, performance is something that is achieved, achievement shown, or work ability (Depdiknas, 2002). Performance in Indonesian is also called work performance. In the training material "Improving Teacher Performance" published by the Directorate of Education Personnel, performance is a form of behavior of a person or organization with an achievement orientation.

Experts' opinions regarding performance are quite diverse. According to Mangkunegara in T. Aritonang, performance is the quality and quantity of work achieved by an employee in carrying out his duties in accordance with the responsibilities given to him. The high and low performance of workers is closely related to the reward system implemented by the institution / organization where they work. Meanwhile, August W. Smit in Sudarmayanti states that performance is "...out drive from processes, human or otherwise" (Afandi et al., 2021; Isdaryanti et al., 2018; Kanya et al., 2021).

Nanang Fattah emphasized that performance is defined as an expression of progress based on knowledge, attitude and motivation in producing work. (Fattah & Ali, 2000). Meanwhile, Wahjosomidjo defines performance as a qualitative and quantitative contribution that is measurable in order to help achieve group goals in a work unit (Wahjosomidjo, 1999).

From some of the definitions of performance above, it can be concluded that performance is a work achievement that has been achieved by someone. Performance or work performance is the end result of an activity that a person has done to achieve a goal. The achievement of these work results is also a form of comparison of one's work results with predetermined standards. If the work done by someone is in accordance with the work standards or even exceeds the standards, it can be said that the performance has achieved a good achievement.

Teacher performance has certain specifications. Teacher performance can be seen and measured based on the specifications or competency criteria that each teacher must have. In relation to teacher performance, the form of behavior in question is the teacher's activities in the learning process. With regard to teacher performance standards, Piet A. Sahertian as quoted by Kusmianto explained that teacher performance standards relate to the quality of teachers in carrying out their duties such as: (a) working with students individually, (b) lesson preparation and planning, (c) utilizing learning media, (d) involving students in various learning experiences, and (e) active leadership from the teacher.

## **METHOD**

This research uses a descriptive qualitative method approach because it is to provide an overview of the role of Kiai Leadership in developing the resources of educators and education personnel at Pondok Pesantren Bustanul Ulum Puger Jember.

### ***Research Focus***

- a. How is the Interpersonal Role of Kiai Leadership in the Development of Educator Resources and Education Personnel at Bustanu Ulum Mlokorejo Islamic Boarding School in Puger Jember?
- b. How is the Informational Role of Kiai Leadership in the Development of Educators and Education Personnel Resources at Bustanu Ulum Mlokorejo Puger Jember Islamic Boarding School?
- c. How is the Decision-Making Role of Kiai Leadership in the Development of Educators and Education Personnel Resources at Bustanu Ulum Mlokorejo Puger Jember Islamic Boarding School?

### ***Research Location***

This research is located at Bustanul Ulum Mlokorejo Islamic Boarding School, Jalan KH. Abdullah Yaqin No. 1-5 Mlokorejo, Puger, Jember, East Java.

### ***Data Collection Technique***

Data collection techniques used are interviews, documentation, and observation. The research instruments used are: researchers, interview guidelines, recording devices, and field notes.

### ***Data Analysis and Validity***

Data analysis uses triangulation of sources and techniques and member checks. And test the validity of the data using extended participation, persistence of observation.

## **RESULT AND DISCUSSION**

This section will discuss and discuss some of the research findings described in chapter IV based on the main focus, namely the principal's academic supervision in improving teacher performance at SMP Plus Bustanul Ulum and the research sub-focus, namely planning, implementation, evaluation and follow-up as well as the constraints of academic supervision carried out by SMP Plus Bustanul Ulum in improving teacher performance.

### **Principal's Academic Supervision Planning in Improving Teacher Performance at SMP Plus Bustanul Ulum**

The planning of the principal's academic supervision in improving teacher performance at SMP Plus Bustanul Ulum is adjusted to the needs analysis and goal setting and is carried out at the beginning of the school year the principal together with the head of curriculum forms an internal supervisor team consisting of the principal, head of curriculum and senior teachers according to the subject clumps and involves educators and education personnel to sit together to discuss school programs for a year including Academy Supervision. Starting from the preparation of the decree on the division of teaching duties, the annual program, semester program and schedule of classroom supervision visits by the principal and other administrative preparations, such as the preparation of lesson plans, syllabus and KKM. Then prepare several tools to determine the level of professionalism of teachers at school. In addition to these tools, principals have different ways or methods in implementing academic supervision that will be carried out later.

The findings above in general, the purpose of academic supervision is to help teachers to develop their abilities in achieving the planned learning objectives for their students. As G.R. Terry revealed, that planning does not escape the 5W + 1H formula which is a basic question, namely What (What actions must be carried out) Why (why these things must be carried out), Where (where these things will be carried out) When (when these things are carried out), Who (who will do it) Then How (How these things will be carried out)(Terry & Leslie, n.d.). The same thing was also conveyed by Richard A.



Gorton regarding the determination of activity planning, there are four points that need to be considered, namely (Gorton, 1976):

1. Determine activities
2. Determine qualified resources including: personnel, facilities and capital (costs).
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- 5) Assisting teachers in developing the curriculum
- 6) Assisting teachers in evaluating the curriculum
- 7) Assisting teachers in evaluating themselves
- 8) Helping teachers work with groups
- 9) Helping teachers through inservice programs

Based on the findings discussed with the theory above, it can be concluded that academic supervision planning must be adjusted to the analysis of teacher needs and with the establishment of goals that have been set based on school needs in determining activities, media, level of efficiency and effectiveness and schedule of activities with one goal, namely both aiming to improve teacher performance.

### **Implementation of Principal Academic Supervision in Improving Teacher Performance at SMP Plus Bustanul Ulum**

The implementation of the principal's academic supervision in improving teacher performance at SMP Plus Bustanul Ulum is that the principal conducts direct and indirect supervision. In the implementation of direct supervision, the principal enters the classroom and goes around the class to control the learning process in the classroom carried out by the teacher. In the implementation of academic supervision of class visits, the principal begins with the supervision of learning tools. The principal focuses on supervising the teacher's ability to prepare learning administration, monitoring the teaching and learning process from the beginning to the end of learning. As for indirect supervision, the principal does it by conveying in forums that are not specifically provided for academic supervision activities, for example MGMP meeting forums, monthly meetings, and in situations.

The findings of the academic supervision approach are in accordance with Glickman's theory which states that in the indirect approach, the supervisor's "directive-control orientation includes the major behaviors of clarifying, presenting, demonstrating, directing, standardizing, and reinforcing" meaning that the directive-control orientation includes the major behaviors of clarifying, presenting,

demonstrating, directing, standardizing, and reinforcing. This opinion is reinforced by Lukluk's opinion, namely the supervisor's task in this approach is to listen and pay careful attention to the teacher's concerns about the problem of improving his teaching and at the same time new ideas as a new effort to overcome it.

Based on the findings discussed with the theory above, it can be concluded that the implementation of academic supervision, the principal conducts direct and indirect supervision. In the implementation of direct supervision, the principal enters the classroom and goes around the class to control the learning process in the classroom carried out by the teacher. As for indirect supervision, the principal does it by conveying in forums that are not specifically provided for academic supervision activities, for example MGMP meeting forums, monthly meetings, and in non-formal observation situations.

### **Evaluation and Follow-up of Principal Academic Supervision in Improving Teacher Performance at SMP Plus Bustanul Ulum**

The evaluation and follow-up of academic supervision in improving teacher performance at SMP Plus Bustanul Ulum is that the principal assesses the teaching performance process of teachers by referring to the instrument of academic supervision results, besides that, it also uses interview techniques to find out answers directly from the supervised teachers and also uses self-assessment techniques to find out information objectively to teachers about their role in the classroom in the learning process. While the follow-up carried out by the principal is to discuss the results of supervision notes with a predetermined team and then provide personal and group guidance and include teachers in training and MGMP activities that are routinely carried out and provide rewards in the form of education scholarships to continue their studies to master's programs for those who are still S1.

The findings above are in accordance with the theory put forward by TR Morrison in Abdjul quoted by Nanang, there are three important factors in the concept of evaluation, namely: judgment, description of the object of assessment, and defensible criteria. This is also supported by Chester T. Mc Nerney who states that the purpose of evaluation is as follows: "The purpose of any program of evaluation is to discover the needs of the individuals being evaluated and then design learning experiences that will satisfy these needs". In general, it can be interpreted that the purpose of the evaluation program is to examine or discover the needs of each individual being assessed and then used to plan learning experiences that can meet the needs of each individual. (Wang et al., 2010)

The purposes of evaluation include: a). To obtain a basis for considering the end of a period of work, what has been achieved, what has not been achieved, and what needs special attention. b) To ensure an effective and efficient way of working that leads the organization to the use of educational resources (human / personnel, facilities / infrastructure, costs) with economic efficiency. c) To obtain facts about difficulties, obstacles, deviations seen from certain aspects such as annual programs, learning progress.

The follow-up findings are in accordance with the theory put forward by Imam Machali and Ara Hidayat that the results of supervision need to be followed up so that they have a real impact on improving teacher professionalism. This real impact is expected to be felt by the community and stakeholders (Machali & Hidayat, 2016). The follow-up is in the form of: reinforcement and appreciation given to teachers who have met the standards, educational reprimands given to teachers who have not met the standards and teachers are given the opportunity to attend further training/learning. The follow-up of the analysis results is the utilization of the supervision results. In addition, another thing that is done in this Follow-Up Plan (RTL) activity is to develop steps for the next supervision program.

Based on the findings of evaluation and follow-up that have been discussed with the theory above, it can be concluded that evaluation is carried out to obtain basic data for considering the end of a work period, what has been achieved, what has not been achieved, and what needs special attention so that it becomes a reference for preparing the next step. While the follow-up of academic supervision is carried out so that it has a real impact on improving teacher professionalism.

## **CONCLUSION**

Based on the results of observations, interviews and documentation, the principal's academic supervision in improving teacher performance at SMP Plus Bustanul Ulum Puger can be concluded as follows:

- a. Principal's Academic Supervision Planning in Improving Teacher Performance at SMP Plus Bustanul Ulum
  1. Academic supervision planning is adjusted to the analysis of teacher needs and based on school needs in determining activities, media, level of efficiency and effectiveness.
  2. The schedule of activities with one goal is equally aimed at improving teacher performance.
- b. Implementation of Principal Academic Supervision in Improving Teacher Performance at SMP Plus Bustanul Ulum
  1. The principal conducts supervision directly, namely by entering the classroom to control the learning process in the classroom and indirectly, namely by conveying in forums that are not specifically provided for academic supervision activities.
  2. Supervision techniques use individual and group techniques. Individual techniques include classroom visits and personal meetings. Group techniques are carried out during teachers' council meetings, subject teacher meetings (MGMP), upgrading and seminars.
  3. The principles of supervision carried out by school principals are objective, constructive, familial, democratic, humanist and active.
- c. Evaluation and Follow-up of Principal's Academic Supervision in Improving Teacher Performance at SMP Plus Bustanul Ulum

1. Evaluation is carried out by referring to the instrument of academic supervision results to obtain basic data for the final consideration of a work period, what has been achieved, what has not been achieved and what needs special attention.
  2. Follow-up of academic supervision is carried out with workshops, training, seminars and inservice education.
- d. Constraints of Principal's Academic Supervision in Improving Teacher Performance at SMP Plus Bustanul Ulum
1. Inaccurate timing of academic supervision implementation because the principal has a sudden agenda
  2. Changes in learning patterns when there is a supervision schedule
  3. Teachers' inability to manage the class due to the presence of heterogeneous students
  4. lack of facilities and infrastructure, especially computers and projectors
  5. Seniority factor

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