

# The Implementation Of Principals' Academic Supervision In Improving Teachers' Professionalism In The State Primary Schools

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**Abstract**— This study aimed at determining how the implementation of academic supervision and the factors that influence. This study used a qualitative with a descriptive approach. The technique of collecting data through observation, interviews, and documentation. The subjects of the study were principals. The results showed that 1) the implementation of school principals' academic supervision in improving the professionalism of teachers in Indralaya North Elementary School had been well implemented, there have been follow up activities in the form of guidance, training activities, training, and workshops; 2) there are two factors that influence the implementation of school principals' academic supervision such as readiness, motivation and positive response from the teacher, there is an awareness of his duty as headmaster. While the inhibiting factors are still a sense of fear from the teacher to be supervised, and the dense schedule of activities of the principal outside so that the supervision does not work according to the planned schedule.

**Index Terms**— Headmaster's Supervision, Achievement Motivation, Effective Teachers.

## INTRODUCTION

This research was motivated by the findings of researchers in the field on November 1, 2018, that the performance of state elementary school teachers in North Indralaya Subdistrict had not met expectations as they should. Evidently there are still a number of teachers who have not made class administration, coming in on time so missing hours of study time in class as a result the material is not delivered optimally, not going to school without permission, there are even some teachers at SD Y in the school canteen chatting with the theme when teaching hours when there are hours of teaching in his class. This will automatically affect student learning outcomes, plus there are still some teachers who leave early before the lesson is finished. From the results of the initial interviews of researchers with Ms. Hj. Ningsih Nani Wijaya, S.Pd as the supervisor of SD Indralaya Utara District, on Tuesday, November 6, 2018, that the motivation of teachers in teaching in class was still low and the quality of teachers was still low due to the lack of supervision and guidance made by the principal to the teacher -guru at school. As said by Supardi (2013) that the low motivation and achievement of teachers is inseparable from the low contribution of principals / madrasas in fostering teachers in schools through supervision activities (Renata et al 2018).



Figure 1. Preliminary interviews of researchers with supervisors Basic Education Unit of North Indralaya District

These problems need to be a concern that must be addressed by educational institutions / schools, because it will have an impact on the low performance of teachers and student learning outcomes in schools. As revealed by Sudin (2008) in his journal that the principals' academic supervision behavior is one of the supporting factors in the effort to realize the quality of learning in elementary schools, for this reason various methods and ways of principals should be sought in an effort to optimize teaching and learning activities in schools. One of them is by conducting supervision.

According to Bahri (2014) that supervision is an effort to help teachers develop their abilities to achieve learning goals. Academic supervision is not to assess teacher performance, but to help teachers develop their professionalism. Because according to the Ministry of National Education (2004) it is explained that professional

teachers are required to have mastery of the contents of the field of study, understand the characteristics of students, provide educational learning, and potential development of professionalism and personality. So, improving the quality of education starts from improving the quality of Human Resources (HR) first (Sarina et al 2019).

According to Mulyasa (2011), school principals are the key to the success of improving the quality of education in schools. Because he is a person who is given the responsibility to manage and empower schools with various school potentials, the potential of parents and the community to realize the vision, mission and goals of the school. The role of the principal is to direct and influence subordinates namely the teacher and other school community to achieve certain goals. The principal gives good attention to the quality of teaching, and seeks to improve students' academic achievement (Wandasari et al 2019).

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According to Azizy (2004) that today the quality of education in schools / madrasas varies greatly, even most of them are very alarming, if observed from several aspects such as curriculum, teaching staff, teaching materials, or related to environmental input. For this reason, efforts to improve the quality of education need to be carried out continuously in developing curriculum, increasing professionalism of teachers, meeting the needs of facilities and infrastructure, and so forth (Supardi, 2014) (Lian et al 2018) (Irmayani et al 2018) (Tobari et al 2018). The effort to increase teacher professionalism is a demand for the level of education or school units, namely, teachers are required to be able to manage the learning process effectively and efficiently, because the curriculum requires not only cognitive abilities but also affective and psychomotor abilities.

In the Regulation of the Minister of National Education Number 13 of 2007 concerning Principal Competency Standards, it was stated that there were five competencies of principals namely personality competence, social competence, managerial competence, entrepreneurial competence, and supervision competence. As the person in

charge of the implementation of learning in schools, the principal must have the ability to improve teacher professionalism and assess its performance. One effort to improve professionalism and assess teacher performance is to conduct academic supervision, therefore principals must have skills in carrying out academic supervision. If the teacher and headmaster understand the function and role of academic supervision, then the problems of education that are as difficult as anything will be easily overcome. Because the success of the school in improving the quality of learning is a joint task (team work) between the teacher and the principal.

As a leader, principals should be able to influence morale, quality of work, and job satisfaction, especially the level of achievement for the institution that they have (Renata et al 2018) (Andriani et al 2018) (Murtiningsih et al 2019). Hartini (2010) revealed that the role of the principal in the management of academic development is to provide direction in terms of the techniques or methods used by the teacher in learning. The principal must be able to give careful attention to the quality of teaching, and always strive to improve academic achievement. The success of the institution in achieving its objectives depends on the leadership of the principal, whether he is able to direct human resources, natural resources, facilities, and time effectively, efficiently, and integrated in the management process. Because one of the characteristics of an effective principal is having a strong vision of the future of the school, and that encourages all staff to realize that vision (Kristiawan, 2017).

## DISCUSSION

### Terminology of supervision

Viewed from the point of origin of language, supervision comes from two words, namely super, which means top and vision which means vision. So supervision is interpreted as a vision from above, that understanding is a figurative meaning that describes a position or position that is higher than the others (Mulyadi and Fahriana, 2018). The meaning contained in supervision is that a supervisor has a position or position that is higher than those supervised.

Sahertian (2010) and Kristiawan et al (2019) revealed that supervision is an aid given in order to improve the teaching and learning situation to be better. The teaching and learning situation in the school will be better depending on the skills possessed by the supervisor as the leader in the school. The formulation of the definition implies that supervision services cover all teaching and learning situations (goals, material, technique, method, teacher, student, and environment). The learning situation is

what needs to be improved and improved through supervision services.

Supardi (2013) suggested that the supervision of the principal is all the activities of giving direction and assistance carried out by guiding and fostering directly on the activities of the teacher in order to improve abilities and reduce weaknesses in learning to achieve educational goals (Fitria, 2018) (Fitria et al, 2017). While the purpose of the school is to improve the ability to develop the curriculum, and the professional development of the teacher is carried out by carrying out observations.

### **Academic Supervision**

Sudjana (2011) states that academic supervision is a series of activities to help teachers develop their abilities in managing the learning process to achieve a learning goal. Academic supervision is an effort to help teachers develop their abilities to achieve learning goals. Furthermore Sudjana (2010) also said that academic supervision is an activity of fostering and assessing teachers in order to improve the quality of the learning process in order to obtain more optimal student learning outcomes. Thus the target of academic supervision is the teacher in the learning process, both in the classroom, outside the classroom, or in the laboratory. In the learning process there are still many teachers who are still experiencing difficulties in delivering learning material, so that it influences student learning outcomes that are less than optimal.

Furthermore, Glickman (2007) states that a conceptual, interpersonal and technical skill is needed in effectively carrying out academic supervision. Therefore, each school principal must possess and master the concept of academic supervision which includes understanding, goals and functions, principles, and supervision techniques (Prasojo and Sudiyono, 2011).

According to Herawati, et al. (2015) that academic supervision functions to improve the learning process to improve the quality and results of learning. Here it is clear that the main purpose of academic supervision is to improve the quality of teacher learning. In addition supervision also serves as a service program to advance teaching. Sometimes in teaching and learning situations problems often occur, both those faced by teachers and students. Teachers often face difficulties in planning, implementing and evaluating learning, therefore supervisors provide guidance to teachers so that they can manage learning more effectively including assistance in solving students' learning problems. In addition supervision also serves to improve the ability of human relations in achieving goals.

Thus according to Sahertian (2008), that the purpose

of supervision is to provide services and assistance to improve the quality of teaching teachers in the classroom which in turn increases the quality of student learning. Not only improving teaching skills but also developing teacher quality potential. The same thing was expressed by Glickman (2007) that the purpose of academic supervision is 1) to help teachers develop their competencies; 2) developing curriculum; and 3) to develop teacher working groups and guide Class Action Research (CAR) (Prasojo and Sudiyono, 2011).

### **Factors that influence the implementation of the principal's academic supervision.**

According to Herawati et al (2015), the factors that influence the principal in carrying out his duties as a supervisor include 1) Supporting Factors, such as the readiness of teachers to receive guidance and assistance from the school principal through academic supervision, and have established good relations between fellow teachers; 2) Inhibiting Factors, for example, there are some teachers who are not ready to be supervised, busy with principals and teachers, and there is no perfect understanding of the principal and the teacher about academic supervision.

This opinion is also supported by Suradi (2018) research which states that the success of school principals' supervision is influenced by supporting factors such as the attitude of teachers who are cooperative and open to the supervision process carried out by supervisors and even they feel happy if supervised in improving the quality of their performance. As for the factors that are less supportive in the implementation of school principals' academic supervision in increasing teacher professionalism, among others, the narrow allocation of time for the implementation of learning in elementary schools, most teachers lack mastery in memorizing material that requires very broad and ever-changing insight.

### **Headmaster**

In the Minister of Education and Culture Regulation Number 6 Year 2018 concerning the Assignment of Teachers as Principals in Chapter I Article 1, it is stated that the Principal is the teacher who is given the task to lead and manage the education unit which includes Kindergarten, Extraordinary Kindergarten, Elementary School, Extraordinary Primary School, Middle School, High School, Vocational High School Vocational High Schools, Extraordinary High Schools, or Indonesian Schools Abroad. So, it is clear that the principal is a leader in an institution / school.

Whereas according to Sagala (2010) that the

requirement to be an effective headmaster is: a) willing and able to make changes; b) able to design the work of educational organizations that give space to innovative creativity; c) position the change process as a learning process; d) put forward the principles of democracy by involving all components that are proportionally related to the school more broadly; and e) improve school performance by facilitating and serving the needs of school personnel in carrying out their duties and responsibilities.

According to Lunenburg and Orstein (2000), said that broadly speaking educational leaders / principals have three main roles namely in the fields of leadership, managerial, and teaching curriculum. The role of the school principal in leadership, that the principal is the key in shaping the school culture. A school principal must be able to form a positive, moral, and committed culture. In addition, principals must also be able to establish relationships with internal and external groups of schools. The managerial role of the principal, that the principal must lead from the center, democratic, responsibility, dare to make decisions, develop elaborative efforts that bind students, teachers and parents (Supardi, 2013).

### Teacher Professionalism

According to Supardi (2013) that Professionalism in a job / position is determined by three factors, namely 1) have special expertise prepared by an expertise / specialization education program; 2) able to improve the ability possessed (skills and special skills); 3) have adequate and appropriate income in return for expertise possessed. According to the Directorate of Educators, that the teaching profession is different from other professions because the teaching profession is related to individual life that is unique and complex in social life and is a process of humanizing human beings who demand responsibility, because of the risks in social life. The teacher profession also requires expertise in the field of education / teaching, and expertise in the field of study taught. In addition, the teaching profession is carried out inside and outside working hours, the teaching profession deals with students and parents of students, the teaching profession also involves a future interest of the nation and state because it is responsible for the quality of education and morals of children.

Professional teachers are people who have a special expertise in the field of teacher training so that they are able to perform their duties and functions as teachers to the fullest (Muslim, 2009). The term "Professionalism" according to Alma (2008) and Kristiawan and Rahmat (2018) means the nature displayed in action, and there is a commitment to always improve the ability to do work in

accordance with his profession.

Furthermore Alma (2008) also argues that to become a professional a teacher is required to have five things, namely: 1) the teacher has commitment to students and PBM; 2) the teacher deeply controls the subjects he teaches; 3) the teacher is responsible for monitoring learning outcomes through various evaluation methods; 4) the teacher is able to think systematically; and 5) the teacher should be part of the learning community within the profession. Furthermore Alma also stated that the profession has the following main characteristics: 1) is a job that has a social function; 2) required to have certain skills and skills; 3) using scientific theories and methods in obtaining job skills; 4) the body of the science of a profession is based on a clear, systematic and explicit scientific discipline, not just commonsense; 5) the duration of education is long, and continuous, for many years, and is carried out at the college level; 6) socialization of professional values instilled in students; 7) stick to the code of ethics; 8) has freedom in setting his own judgment; 9) to serve clients and the community as well as possible and full of responsibility, free from interference from outside parties, are autonomous; and 10) a professional has high prestige in the eyes of society.

### RESEARCH METHODS

This study uses a qualitative descriptive approach, namely a research procedure that produces descriptive data in the form of written or oral data and people and observable behavior as research objects. Moleong (2010) states that qualitative research is the collection of data in a natural setting, using natural methods, and carried out by people or researchers who are naturally attracted (Dewi, 2017).

In human qualitative research is the main data source and research results are words, detailed reports from the views of respondents and conduct studies on natural situations (Iskandar, 2009). Qualitative research is carried out in natural and inventive conditions. The main instrument in this study is the researchers themselves, so the presence of researchers in qualitative research is an obligation because this study prioritizes the findings of observations of existing phenomena, as well as interviews conducted by the researchers themselves as research instruments on the natural background of researchers directly.

In connection with that, the steps that must be taken by the researcher are as follows: 1) before entering the field, researchers first ask permission from the school, formally and prepare all necessary equipment, such as mobile phones (hand phones), camcorders, cameras, etc. ; 2) The

researcher faced and met directly with the head of the State Elementary School in North Indralaya Subdistrict, then submitted a permit, introducing himself to the components in the school and conveying the intent and purpose; 3) conducting observations in the field to understand the actual background of the research; 4) make a schedule of activities based on agreement between researchers and research subjects; and 5) carry out visits to collect data according to the agreed schedule.

This research focuses more on the process and meaning and expected results after supervision. In essence the researcher wants to know and understand the implementation of the school principal's academic supervision of the teachers in the Public Elementary School in North Indralaya Subdistrict, Ogan Ilir District in an effort to improve teacher professionalism. The main objectives in this study are teachers in the learning process activities which include material presentation, preparation of syllabus and lesson plans, selection of appropriate teaching methods or strategies, use of instructional media, and evaluation or assessment of the results of the learning process (Prasojo and Sudiyo, 2011) (Kristiawan et al 2019).

In this study, data collection was carried out in natural settings, primary data sources, and more data collection techniques on observation, interviews, and self-developed documentation by researchers.

## RESULTS AND DISCUSSION

### **The implementation of the school principal's academic supervision in improving the professionalism of teachers at Indralaya North Elementary School in North Ogan Ilir District.**

As we know that academic supervision is an activity to help teachers develop their abilities in managing the teaching and learning process for the achievement of learning goals. Therefore, the essence of academic supervision is not to assess the teacher's performance in managing the learning process, but rather to help teachers develop their professionalism. Efforts to increase teacher professionalism in Public Elementary Schools, it is necessary to have academic supervision by the principal as a direct supervisor who has a very strategic role in the school he leads. Good supervision basically emphasizes efforts on how to foster teachers in order to improve their performance that is still lacking and break barriers in doing tasks and improve the abilities possessed by the teacher.

In the implementation of academic supervision by the school principal must treat the teacher as a person who has the potential to advance and develop better, so that he is not impressed the supervision is only looking for the

mistakes of the teacher in carrying out the task, but is more directed to the development process systematically and continuously. Of course a school principal must have a supervision program, before carrying out academic supervision of his subordinates, so that the functions and objectives of the supervision reach the expected goals. Indeed, some principals have already made supervision programs, but from year to year there have been no changes at all. This means that the principal is unable to develop a new supervision program independently. Thus the program is only physical evidence at school, if asked by the school supervisor or other officials.

The supervision program is a unit in order to increase knowledge, ability and awareness in carrying out the duties, functions and roles of a school principal as a supervisor. The supervision program is the details of the activities that will be carried out to improve and improve the quality of the learning process and results. The activity describes what things will be done, how to do it, what facilities are needed, when to do it and how to find out whether or not the success of the business is done. A school principal needs to understand that whatever activities he does aim to improve learning processes and outcomes referring to changes in teacher teaching behavior towards a better direction, of course a good program is needed. Thus, the supervision program needs to be prepared by the principal with the aim that the supervision of the Primary School will run well according to the expectations and objectives to be achieved.

Response from Ms. Eka Fidhiah, S.Pd. SD. as the Head of SD Negeri 13 Indralaya Utara regarding the supervision program, said that the school he led had compiled and made a supervision program at the beginning of each school year, and had made a schedule of supervision which had previously been socialized to the teacher at the initial semester meeting and monthly meetings as attached to attachment 3. It's just that the implementation is sometimes not in accordance with the schedule that has been prepared, because it coincides with other activities such as meetings or meetings in the District or in Districts where notifications are sometimes sudden so that the implementation of supervision that should be carried out is finally hampered, but then replaces it another day. For complete learning administration, the teachers at this school are quite complete (interview results dated March 14, 2019). Schedule of visits in the supervision program was arranged at the beginning of the school year, so it is not impossible that there will be other activities together, let alone things that are sudden and immediately for example invitations from related institutions or others. For this reason, it is necessary to have a good

understanding and cooperation between the teacher and the principal, so that it can be discussed again for further activities.

Supervision is not only to check or see administrative completeness, but more than that, to find out how far the improvement of the teaching and learning process is carried out by teachers and the ability of teachers to manage classroom learning. So it is not true that the implementation of supervision is done only to examine and assess class administration and learning administration only. Teachers really need input from the results of the implementation of academic supervision conducted by supervisors in the implementation of the learning process that is useful for improving learning, so that the teacher knows the shortcomings or weaknesses.

But in reality the supervision program carried out by the principal does not always go according to a predetermined schedule and almost the majority of principals in the Indralaya North Elementary School say that the implementation of academic supervision is sometimes not in accordance with the schedule and programs that have been compiled or planned, as said by the mother Eka Fidiah, S.Pd. SD. as head of the 13th Indralaya North Elementary School, for more details please visit the following page <https://youtu.be/cOQoumu5Pfm>



Figure 2. interview with the head of SDN 13 Indralaya Utara, March 14, 2019

### Carry out academic supervision

The implementation of academic supervision will run well if the planning program has been prepared and well prepared as well, do not let it still find the principal in carrying out academic supervision into the class just carrying a piece of paper, then observing the teacher who is teaching and filling the teacher supervision book with note the findings, then instruct the teacher to sign the book and then leave the class before the lesson is completed without any follow-up or impressions and suggestions, so that the teacher feels confused because they do not know what activities are carried out by the principal. The behavior of

academic supervision as described above is one example of academic supervision behavior that is not true and will not have much influence on the goals and functions of academic supervision itself.

In order for the implementation of academic supervision to be able to help teachers develop their abilities, it is necessary to first carry out an objective assessment of the teacher's ability to carry out their duties, so that aspects that need to be repaired and developed can be determined. Next, the researcher conducted a class observation on Ms. Ratih Wulandari, S.Pd. as a class I teacher at Indralaya North 01 Public Elementary School, who at that time was teaching material with the theme of daily activities. The observation on March 15, 2019 was that Wulan's mother had prepared learning tools such as syllabus, lesson plans and media in the form of images. Then in carrying out observations, researchers conducted passive observations of the learning process using digital cameras, very communicative learning situations, managing classes with front-facing seating formation, using appropriate learning media images, smooth interactions, varied methods, effective time spent, the intonation of the teacher's voice in delivering learning material is quite clear. After an evaluation, student learning outcomes turned out to be quite satisfying. The activity after observation, the appearance of the teacher is interesting and simple, the teacher's ability to teach creative and innovative and fun. If the academic supervision has been carried out by the headmaster of the teacher and given guidance both individually and in groups, it will affect the implementation of learning in the classroom to be active, creative, effective and fun so that it will obtain satisfying learning outcomes as done by Mrs. Wulan.



Figure 3. Observing teaching and learning activities in the classroom

According to Mrs. Ratih Wulandari, S.Pd. in an interview on Friday, March 15, 2019 regarding the implementation of academic supervision carried out by the principal, he said that it had been running quite well, scheduled, and had been carried out routinely, and there

was always follow-up, for more details please visit the [http:// page youtu.be/ERn2Goxafol](http://page.youtu.be/ERn2Goxafol)

### The form of follow-up results of academic supervision

Follow-up from the results of academic supervision activities is the end of the implementation of supervision activities. In this follow-up activity it is hoped that a positive behavior change will be expected by a teacher who has been supervised. These changes will bring a teacher to be professional in teaching and the quality of education will increase.

The follow-up can be in the form of 1) reinforcement and appreciation to be given to teachers who have met the standards; 2) Educating and educating input is given to teachers who have not met the standards, and 3) Teachers are given the opportunity to take further training such as training and workshops. From the results of interviews of researchers with Mr. Ari Hidayat, S.Pd. as a teacher at SDN 13 Indralaya on March 14, 2019, he said that in his school now the principal always provided guidance and input after supervision, and guidance was carried out individually by calling on individuals and given input on the findings of the supervision results. As for development, principals usually involve the teachers involved in KKG activities and training.



Figure 4. Interview with Mr. Ari Hidayat, S.Pd. teacher at SDN 13 Indralaya Utara

### Factors that influence the implementation of academic supervision in increasing the professionalism of teachers in the Elementary School of North Indralaya District, Ogan Ilir Regency.

The implementation of academic supervision by the principal in the North Elementary School of North Indralaya District is influenced by several factors, both supporting factors and factors that hinder supervision in school. Factors that support the implementation of academic supervision include the existence of a supervision program that has been compiled, positive response from the teacher, the motivation and desire of the teacher itself to be supervised, awareness of the principal that supervision

has become the duty and responsibility of the principal, mutual openness and cooperation in managing education in schools. The principal is responsible for the supervision program that has been prepared to be implemented. This is one that encourages or motivates to carry out academic supervision at school.

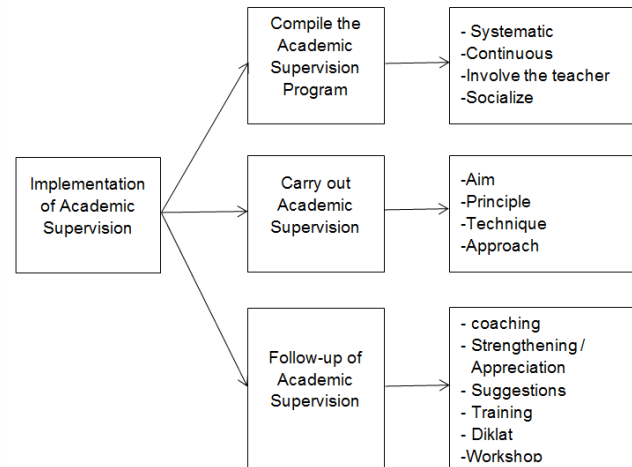


Figure 5. Chart of the implementation of school principals' academic supervision in increasing the professionalism of teachers in the Indralaya North Elementary School

### CONCLUSION

Based on the data that has been collected and an analysis of the discussion on the implementation of academic supervision carried out by the principal in the Indralaya North Elementary School in Ogan Ilir District, a conclusion can be drawn to answer the research problems as follows:

1. The implementation of academic supervision conducted by the principal in increasing the professionalism of teachers in the Indralaya Utara District Elementary School, Ogan Ilir District, has generally been well implemented.
2. Factors that influence the implementation of academic supervision of principals in the State Elementary School of North Indralaya District, Ogan Ilir Regency, there are two, namely supporting factors and factors that hinder the implementation of academic supervision. Factors that support the implementation of school principals' academic supervision, among others 1) there is a supervision program that has been well prepared by the principal; 2) commitment to duties and responsibilities; 3) the motivation and readiness of the teacher to be supervised; 4) there is a positive response from the teacher; and 5) there is a good and harmonious relationship between the teacher and the principal and among fellow teachers

in the school. While the factors that hinder the implementation of academic supervision include 1) there is still fear and worry from the teacher to be supervised; 2) incomplete teacher administration; 3) the density of the principal's activities outside of his main duties such as meetings and other activities that inform him abruptly; and 4) low competence and lack of knowledge and technology insights for principals.

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