

ACADEMIC SUPERVISION MANAGEMENT IN SD NEGERI TUNTANG 03 SEMARANG REGENCY

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ARTICLE INFO	ABSTRACT
<p>Keywords: Academic Supervision Teacher Professionalism</p>	<p><i>Teacher professionalism is a crucial factor in enhancing the quality of education, and academic supervision plays a significant role in supporting it. This study focuses on the academic supervision process at SDN Tuntang 03, Semarang Regency, which has consistently improved its supervision outcomes over time. The objective of the research is to analyze the planning, implementation, and follow-up stages of academic supervision aimed at increasing teacher professionalism. This descriptive qualitative research was conducted using interviews, observations, and documentation, with data analyzed through the Miles and Huberman model, encompassing data collection, reduction, presentation, and conclusion drawing. The findings indicate that academic supervision at SDN Tuntang 03 is thoroughly planned at the start of each academic year, involving evaluations of previous supervision activities, creating supervision schedules, and preparing instruments. The principal plays a key role in guiding the process, ensuring that all aspects of supervision are carried out systematically. The study also highlights the significance of follow-up activities such as workshops, training, and teacher discussions, which contribute to addressing challenges and improving teaching quality. In conclusion, the research reveals that academic supervision has positively impacted teacher professionalism and the overall quality of education at SDN Tuntang 03, as demonstrated by the improved results in the school's education report card. This approach can serve as a model for other schools seeking to improve their supervision processes and enhance teacher performance.</i></p>

INTRODUCTION

Education plays a critical role in the development of a nation by fostering a quality young generation capable of driving progress. According to Sugihartono (Yuliana, 2022), education is a conscious and deliberate effort to transform human behavior both individually and in groups, aiming to promote human growth and societal development. It also has a broader mission to enhance the lives of individuals and contribute positively to the nation's progress. In the current era of globalization, the role of school principals is crucial in maintaining the sustainability of the educational process. (Nurhayati, 2019) highlights that principals must take on multiple roles, including leader, manager, educator, supervisor, administrator, innovator, and monitor. As leaders, principals provide clear direction and vision for the school, while as managers, they oversee human resources, finances, and infrastructure. Their role as educators involves setting an example and motivating teachers and students to excel. In their supervisory capacity, principals ensure the learning process adheres to set standards, and as administrators, they manage school activities efficiently. As innovators, they develop strategies to improve educational quality, and as monitors, they continuously evaluate the school's performance for ongoing improvement.

The implementation of educational supervision begins with the initiative of the school principal, who, as Wahjosumidjo (Muhammad, 2022) states, holds responsibility for the management, development, and continuity of education and learning in the school. As a leader and a teacher with an additional role, the principal plays a vital part in guiding and motivating teachers, ensuring that the learning process is effective and well-organized,

and fostering good relationships with teachers, students, parents, and the community. Teachers, being the key agents in delivering education, require consistent and systematic supervision to enhance their professional capabilities and improve the quality of education for students. As (Muhammad, 2022) emphasizes, through regular supervision and targeted coaching, teachers can develop individually or in groups, addressing the specific challenges they face and adapting their training to meet their unique needs. This personalized approach to teacher development is essential for maintaining a high standard of teaching and ensuring that learning becomes more effective and impactful.

Based on the explanation above, cooperation between principals and teachers is very important in creating a conducive learning environment and improving the quality of graduates. By supporting each other and working together, they can create learning programs that fit the needs of students and ensure that each student gets the attention they need. It can also help in setting high standards and achieving optimal outcomes in learning. As SD Negeri Tuntang 03 in 2022 received a quality report card rating with results still in the middle rank category at the district level and also in the middle rank category at the national level. This shows that the quality of education in the school is still unsatisfactory, so it is indicated that there are problems, especially in the quality of learning. So that this situation makes the principal take action so that the education report card continues to increase, namely making systematic and programmatic academic supervision.

The supervision process at SDN Tuntang 03 is carried out in stages, starting from the planning process carried out by the principal. The principal systematically prepares an academic supervision program at the beginning of the school year, so that when the implementation of academic supervision is carried out, all preparations are well organized, including the devices used. In addition, the evaluation and follow-up stage of academic supervision is also carried out well by the principal. By implementing certain strategies, the supervision activities carried out can improve learning performance at SDN Tuntang 03.

The improvement in learning performance at SDN Tuntang 03 can be observed from the comparison of education report card scores in 2022, 2023, and 2024. The quality of learning, which includes classroom management and interactive learning practices, increased significantly with scores rising from 5888 in 2022 to 6814 in 2023, and further to 7344 in 2024, reflecting a 15.73% increase between 2022 and 2023, and a 5.30-point increase from 2023 to 2024. Classroom management saw an even larger improvement, with scores jumping from 6026 to 7803 over the same period, marking a 24.46% increase. Psychological support practices also improved, rising from 6311 in 2022 to 7607 in 2024, representing a 12.20% increase. The methods of interactive learning also showed notable growth, from 5326 in 2022 to 6623 in 2024, with a 10.05% increase.

Reflection and improvement of learning by teachers improved modestly, with the score increasing from 5853 in 2022 to 6991 in 2024, a 10.68-point increase overall. Teacher learning activities, although decreasing slightly from 5479 to 5426 in 2023, saw a significant rise to 6236 in 2024. Meanwhile, innovative teaching practices improved by 9.36% over the three years. Instructional leadership also advanced, with a steady rise in scores from 6142 in 2022 to 7076 in 2024, reflecting an 8.17% increase. Finally, support for teacher reflection saw significant improvement, with scores jumping from 5798 to 7709, an 11.14-point increase between 2023 and 2024. These figures highlight the continuous improvement efforts at SDN Tuntang 03 across various educational quality indicators.

This is one of the considerations to observe how the management of academic supervision at SD Negeri Tuntang 03 Semarang Regency. The analysis of the education quality report card is a spur for school principals to carry out supervision in order to improve the quality of education report cards. The contribution of this research lies in its detailed analysis of the implementation of academic supervision at SDN Tuntang 03, providing valuable insights into how supervision can be effectively carried out to improve teacher professionalism and overall education quality. The findings of this study offer practical guidelines and strategies for school principals and educators, which can serve as a reference for implementing similar supervision processes in other schools. By documenting the planning, execution, and follow-up stages of academic supervision, this research contributes to the broader understanding of effective educational supervision and its role in enhancing teaching practices and student outcomes.

METHOD

The research approach used by the researcher is a descriptive qualitative approach. This research was carried out at SD Negeri Tuntang 03, which is located on Jl. Raya Fatmawati No. 113 Praguman, Tuntang District, Semarang Regency, Central Java Province. The selection of the research site at the school is based on the fact that this school is considered to have supporting aspects and indicators that the author needs so that the research can

run smoothly. The research stage begins with observation and initial data collection regarding the research site. The next stage is to look for a literature review from various references, either electronic print media or any media. The references obtained should focus on the problem to be researched.

The next stage is data processing before analysis, by grouping, clarifying data and reducing data so that it becomes a single interconnected unit and its influence on the problem being studied can be found. Furthermore, analyze the data by reviewing the results of the interviews and finding the phenomenon that occurs in accordance with the problem being researched. All the results of the description are outlined in a complete and detailed discussion. invalid data. Test the validity of the data ii to ensure the credibility of the data being tested and to ensure that the data obtained is reliable and can be accounted for.

The last stage is to draw conclusions from the results of the research. Conclusions were drawn based on the data set obtained during the study. Data can be in the form of documents, interview results and photos.

The researcher used three data collection techniques required in the study, namely interviews, observations and documentation. In this study, after the data is collected, data processing or data analysis will be carried out. The data analysis used by the researcher is the data analysis of the Miles Huberman model which includes data reduction, data display, conclusion drawing and verification (Sugiyono, 2015). The data analysis steps can be used with the following scheme:

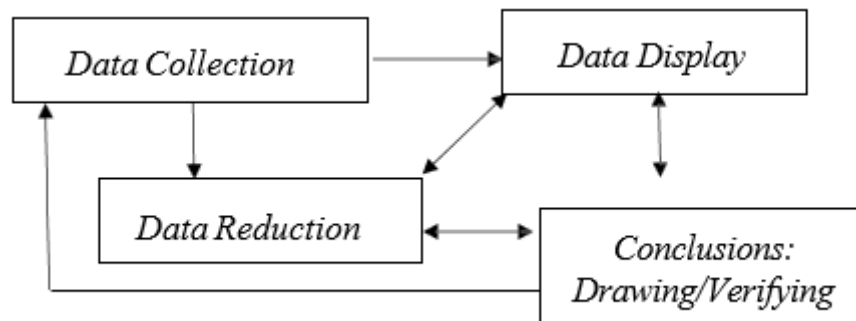


Figure 2. Data Analysis of the Miles and Huberman Model (Sugiyono, 2015)

RESULTS AND DISCUSSION

A school principal is a leader in an educational institution. The principal leads the teachers at an educational institution at a certain level. The principal is no longer given additional tasks in essence but focuses on managerial and supervisory tasks. As stated in PP 19 of 2017, the principal's workload includes managerial duties, entrepreneurial development, and supervision of teachers and education personnel.

The principal is responsible for all academic and academic activities. Academic activities include all teaching and learning activities both inside and outside the classroom. For example, what is the action of the principal when there is an empty or noisy classroom even though it is still in the middle of teaching and learning hours. Non-academic activities are related to activities that are carried out outside of class hours or often called extracurricular activities. The principal must ensure that all activities can run as they should. One of the duties of a school principal in the academic field is to supervise.

The principal as a supervisor or supervisor. As a supervisor, the Principal of SDN Tuntang 03 is able to prepare a program for classroom supervision, supervision and evaluation of learning. Implementing supervision programs. Utilizing the results of supervision to improve teacher performance and for school development. This is in accordance with the results of the field findings that "every time I do supervision, I must have a plan, a plan made based on the results of the meeting by the supervision team such as the principal, deputy principal and senior teachers, with a schedule that has been determined by mutual agreement, so the supervision schedule must have been made before the implementation is carried out" this means that the principal of SDN Tuntang 03 has performed his function in supervision. It is also in line with the opinion of (Mulyasa, 2022) who explains that school principals have responsibilities in their activities as supervisors.

The planning of the academic supervision program of the Principal of SDN Tuntang 03 is made at the beginning of every semester. Planning for academic supervision begins by analyzing the results of academic supervision in the previous year. From the results of the analysis of academic supervision, a supervision program plan for the current year was prepared. The planning of the academic supervision program is made by considering

the condition of the school or the existing school resources. So that the planning of the academic supervision program is easy in its implementation or application later.

The findings of the research on the aspect of academic supervision planning have advantages and disadvantages, including first, the advantages in this aspect of planning involve all elements, meaning that planning is made based on aspirations, ideas, and thoughts from all parties so that planning can be prepared according to the needs of the school based on the evaluation of the implementation of supervision last year. The disadvantage of supervision planning is that the preparation of supervision schedule instruments is made not based on academic curriculum considerations, but based on the results of the personal desire of the principal so that when the schedule has been prepared when it is implemented, it turns out that at the same time the teacher is not in the classroom or the schedule is made not to consider the teacher's teaching task schedule in each class so that when conducting class visits it is not in accordance with the teacher in question.

In the Indonesian law of the National Education System number 20 of 2003 chapter XI article 40 paragraph 2B states that educators and education personnel are obliged to have a professional commitment to improve the quality of education. To get good student achievements, it is very necessary for teachers to be committed to their professionalism in their performance. From this law, it can be understood that teachers as educators must continuously improve their abilities or competencies in the field of teaching as a demand for professionalism. The improvement can be done by means of guidance from the principal, namely supervision.

Then the planning that has been made by the principal at SDN Tuntang 03 before supervising includes evaluating the results of previous supervision, then identifying problems, forming a team of supervisors, making supervision schedules, compiling instruments, socializing the results of supervision planning. If analyzed, theoretically, it is in accordance with the procedure as the opinion of (Jabar et al., 2024) that academic supervision planning can use existing academic supervision guidelines which include indicators a) determination of academic supervision objectives; b) schedule for the implementation of academic supervision; c) academic supervision techniques; d) academic supervision instruments; e) implementation of academic supervision; f) Giving feedback and follow-up plans.

It is also in line with the management theory from the theory in (Sari et al., 2023) which states that one of the management concepts that can also be applied in supervision is planning. Planning is choosing and connecting facts and making and using assumptions for the future by describing and formulating activities to achieve the desired results. In the planning, the Principal of SDN Tuntang 03 also prepared supervision programs. The academic supervision program has a function as a guideline in carrying out activities and at the same time as a tool to measure the success of professional coaching. With a good program, teachers and principals can find out what learning process problems are faced, what ways can be done to overcome those problems and in the end can systematically find out what positive changes have occurred from time to time.

If a realistic academic supervision program can actually help school principals in conducting progressive and cumulative coaching, it means that school principals are expected to avoid handling the same problems from time to time in order to achieve progress. For the effectiveness of the implementation of supervision, a program is needed that contains various activities or activities that will be carried out by supervisors in carrying out supervision in schools.

Analysis of the Implementation of Academic Supervision by the Principal at SDN Tuntang 03 Semarang Regency

Meanwhile, the implementation of academic supervision by the principal at SDN Tuntang 03 Semarang Regency as a result of field findings can also be concluded to be in accordance with standard procedures and rules, while the additions made are part of innovation and development in accordance with circumstances and conditions.

The implementation of academic supervision by the principal of SDN Tuntang 03 Semarang Regency and the supervisor team at this stage made an agreement with the teacher to be supervised. At the pre-observation stage, the principal and the supervisor team check the teacher's learning administration using the supervision instruments that have been prepared. The principal looked at one by one the teacher's learning administration starting from the educational calendar, annual programs, semester programs, effective Sunday calculations, learning syllabus, lesson plans, KKM, analysis of evaluation questions, and others. From this stage, it can be seen that the initial stage of the implementation of the principal's academic supervision, namely the supervision of teacher learning administration, is carried out in great detail.

Based on the findings of this study, the advantages and disadvantages of the implementation of supervision by the principal at SDN Tuntang 03 Semarang Regency can be identified. The advantage is that the implementation of supervision is carried out with a more humanist approach. The principal does not come as a leader who will look for teachers' mistakes and make negative decisions about their performance. However, the principal came as a colleague who wanted to discuss and together find solutions to the teachers' problems.

The shortcomings in the implementation of supervision by the principal at SDN Tuntang 03 Semarang Regency also exist where this implementation is sometimes not in accordance with the learning schedule, in addition, the implementation of supervision is not socialized in advance so that teachers are not well prepared for all the needs to face classroom visit supervision. This is in accordance with the leadership theory where schools according to PP 19 of 2017 stated that the principal's workload includes managerial duties, entrepreneurial development, and supervision of teachers and education personnel. Meanwhile, according to (Jabar et al., 2024), school principals are the driving force for human resources, especially for teachers and school employees.

It is also in line with the opinion of (Syafaruddin et al., 2016) that the way or effort of the principal in influencing, encouraging, guiding, directing and mobilizing teachers, staff, students, students' parents, and related parties to cooperate or move to achieve the goals that have been set. The principal's way of getting others to work to achieve the school's goals is at the core of the principal's leadership.

After the pre-observation stage is completed, the principal and the supervisor team enter the observation stage. At this stage, the principal enters the classroom with the teacher who is being supervised. The principal sits behind the classroom observing and recording all learning activities in the instruments that have been provided. How teachers teach, what media are used, what methods are applied are the focus of the principal's observation. In addition, the interaction between teachers and students is also inseparable from the observation of the principal.

From this stage, it is also known that the Principal of SDN Tuntang 03 really observes the ongoing teaching and learning activities. This is done, of course, to find out where the weaknesses and shortcomings of teachers are, so that it makes it easier for school principals to carry out coaching. In addition, with direct observation in the classroom, a teacher will also feel that the responsibility for the quality of education in this school is a shared responsibility.

What the Principal of SDN Tuntang 03 has done in supervision activities is in line with the goals of supervision itself according to Wahjosumidjo (2015: 78), namely 3 objectives of academic supervision, including:

1. Academic supervision is organized with the intention of helping teachers develop their professional abilities in understanding academics, classroom life, developing their teaching skills, and using their abilities through certain techniques.
2. Academic supervision is held with the intention of monitoring teaching and learning activities in schools. This monitoring activity can be carried out through the principal's visits to classes while the teacher is teaching, personal conversations with teachers, peers, and some of his students.
3. Academic supervision is held to encourage teachers to apply their abilities in carrying out their teaching tasks, encourage teachers to develop their own abilities, and encourage teachers to have serious attention or commitment to their duties and responsibilities.

This research is supported by (Saputri & Darsinah, 2023) who said that the quality of educational resources determines teaching standards. This achievement is closely related to the initial support that supervisors must offer to improve teacher proficiency so that teachers can devote time and resources to improving their own academic leadership. This study shows that the academic supervision process includes planning, implementation, assessment, and follow-up of academic supervision.

It is also supported by research by (Karsiyem & Wangid, 2015) which says that the supporting factors for academic supervision are the existence of a supervision schedule, the willingness of teachers to be supervised, teacher administration that is done well, the principal carries out continuous supervision of all teachers, having the same profession as a teacher, complete teacher administration documents, the existence of senior teachers who can help guide peers, the condition of orderly students and teachers who are willing to cooperate and the qualifications of teachers who are in accordance with the standards

It is also supported by research by (Iskandar, 2020) who said that classroom visits are a coaching technique for teachers by madrasah heads, supervisors and other coaches in order to observe and monitor the implementation of teaching and learning activities so as to obtain accurate data needed in the context of coaching and developing teachers. The goal is solely to see and help teachers in overcoming difficulties when teachers teach

and to ensure that teachers are performing their duties well. Through this class visit, the teachers assisted by the head of the madrasah clearly saw the problems they were experiencing.

Likewise, research is relevant to (Baehaqi, 2018) which says that school principals in their role, as education supervisors in their work environment, by carrying out academic supervision in accordance with the provisions and supported by their theoretical and technical abilities, academic supervision activities with this effort to supervise, improve, improve and develop teachers' professional abilities are carried out jointly through dialogue and discussion between heads schools and teachers.

Analysis of Academic Supervision Evaluation by the Principal at SDN Tuntang 03

The final stage of academic supervision is a follow-up meeting. The meeting was not continued directly after observation in the classroom. Usually, the principal invites the teacher concerned to the principal's room to be shown the teacher's learning administration records and observations in the classroom. After everything is settled, the teacher is welcome to sign the existing instruments. And on this occasion, the principal also provides direct guidance if the problems faced by teachers are not too heavy. However, if the problems faced by teachers are considered heavy and require joint training, then the principal will conduct group coaching, for example through workshops.

Through this follow-up activity, it is hoped that problems that arise in learning and various steps to help teachers improve the quality of learning can be solved in this forum. This kind of thing really needs attention in order to improve the performance of teachers and school principals in this region. Considering that the activity is not continuing is a continuation of the supervision implementation activities that have been carried out.

From all stages of academic supervision carried out by the Principal of SDN Tuntang 03, it shows that the ability of the principal in terms of academic supervision is quite qualified. This ability is not only at the theoretical level, but also at the implementation level. So that the results of the implementation of academic supervision are in accordance with the expectations of the program.

Based on the results of the study, it can be concluded as a research finding that the advantage of the follow-up or evaluation of the supervision of the principal of SDN Tuntang 03 is the implementation of follow-up in the form of real activities such as scientific discussions, joint meetings for evaluation and improvement of learning quality, workshops, KKG training, so that teachers can clearly understand and get solutions in the training.

Then the shortcoming of follow-up or evaluation to the supervision of the principal of SDN Tuntang 03 is that the follow-up is not carried out sustainably due to the limitations of budgeting from the school and from the foundation so that it cannot be maximally felt by teachers as a solution to the obstacles that exist in the implementation of teaching duties.

The follow-up carried out by the principal by conducting coaching is in line with the theory expressed by Dewi (2013:53) where academic supervision must be comprehensive. The academic supervision program should cover all aspects of academic development, although there may be an emphasis on certain aspects based on the results of previous analysis of academic development needs. This principle is none other than to meet the multi-purpose demands of academic supervision, in the form of quality supervision, professional development, and motivating teachers.

It is also in line with (Mukhtar & Al-Gadhib, 2014) which reveals that not continuing academic supervision includes a) reviewing the summary of research results, if the goals for academic supervision and learning standards have not been achieved, then it is better to conduct a re-examination of the knowledge, skills and attitudes of teachers who are the goals of coaching; b) make the next academic supervision action plan; c) implement the action plan in the next period. The theory was implemented by the principal of SDN Tuntang 03 completely and continuously in order to follow up on the results of the supervision.

In an effort to improve the quality of education in elementary schools, effective leadership creativity is needed in accordance with the situation, conditions, and motivation of teachers and other workers (Sari et al., 2023). Schools as institutions that provide education cannot ignore that the quality of education is related to what is produced and who is the user of education (Jabar et al., 2024)

The characteristics in school quality management consist of inputs that include quality policies, human resources, competent and highly dedicated staff, high expectations of achievement, focus on customers, especially students, and management input. Second, the process includes high teaching and learning effectiveness, strong school leadership, effective management of educators and education personnel, schools have a culture of quality, schools have teamwork, have authority or autonomy, there is participation of school residents and the community, transparency of school management, have the will to change, evaluate and improve continuously, have

accountability. Third, outputs in the form of academic achievement (*output achievement*) and non-academic output (*non-academic achievement*) (Ismail et al., 2023)

Based on the above quality characteristics, the role of the principal as a supervisor is very important. This is because the principal is a contributor who fosters, guides, and directs the development of school personnel. The contribution given to educators and other education personnel functions to develop the learning process in a better direction and help enable the quality of education (Aedi; 2016:48).

The task of a school principal as a supervisor is a task that must be carried out for the realization of educational goals. The principal in supervising teacher performance is essentially to help teachers to increase their potential optimally. This is in line with E. Mulyasa who put forward Gwyn's opinion quoted by Sahertian, who formulated ten main tasks of supervisors, including: 1) so that teachers can understand and understand the wishes of students; 2) so that teachers can develop and correct mistakes both individually and in groups; 3) in order to help teachers to be more effective in carrying out teaching and learning activities in the classroom; 4) can help teachers to improve effective and correct teaching methods; 5) can help teachers individually or personally; 6) can help teachers to be able to assess students; 7) to stimulate teachers to be able to assess themselves and their work; 8) helping teachers to feel always enthusiastic in carrying out their duties with full responsibility; 9) assisting the teacher council to be able to implement the educational curriculum in schools; and 10) make it easier for teachers to be able to provide the widest possible information to the public about the existence of schools and their achievements (Purwanto, 2007) .

CONCLUSION

Based on the results of the research and discussion that has been described, it can be concluded that the academic supervision of the principal at SDN Tuntang 03 Semarang Regency is carried out through several important stages. Academic supervision planning includes the evaluation of the results of the previous semester's supervision, problem identification, formation of a supervisory team, making supervision schedules, preparing instruments, and supervision programs, which are carried out at the beginning of each semester by involving teachers and related parties such as supervisors. In the implementation of supervision, the principal makes observations through classroom visits, assessments, and provides guidance and direction both directly and indirectly. Evaluation or follow-up supervision is carried out through direct coaching, i.e. face-to-face between teachers and principals, or indirectly through activities such as KKG, workshops, trainings, and seminars, to ensure continuous improvement and development.

In future research, it would be beneficial to explore the long-term impact of various follow-up supervision methods on teacher performance and student outcomes. Specifically, a comparative study could be conducted to assess the effectiveness of direct coaching (face-to-face) versus indirect methods (such as KKG, workshops, trainings, and seminars) in sustaining teacher development and enhancing the quality of education. This could also include examining the frequency and depth of these follow-up activities to determine optimal practices for fostering continuous improvement and development within educational institutions.

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