



# Implementation Of Academic Supervision To Improve Teacher's Professional Competence

**Elismarwati<sup>1</sup>**

<sup>1</sup> Kementerian Agama Kabupaten Bengkulu Tengah, Provinsi Bengkulu, Indonesia

---

## ARTICLE INFO

### *Article history:*

Received Sep 22, 2022

Revised Oct 9, 2022

Accepted Oct 22, 2022

---

### *Keywords:*

Academic supervision

Teacher professional competence

Teachers of Islamic

---

## ABSTRACT

This study discusses the implementation of academic supervision of supervisors in improving the professional competence of teachers of Islamic subjects at Madrasah Ibtidaiyah Negeri 4, Central Bengkulu Regency. The objectives of this research are: (1) to describe and analyze the process of planning, implementing, evaluating, and following up on the implementation of supervisory and academic supervision; and (2) to describe and analyze the inhibiting factors in the process of implementing academic supervision. This type of research is qualitative field research using a descriptive approach. Data collection techniques with the method of interview, observation, and documentation. The results showed that the process of implementing academic supervision of supervisors, when viewed from the planning aspect was considered suitable because before carrying out supervision activities, supervisors first made plans such as Academic Supervision Plans, Annual Programs, Semester Programs, and others. The supervisor's academic supervision was carried out two times. Overall, the Academy Supervision Plan program has been realized in the field. Evaluation and follow-up of academic supervision programs are conducted after learning observations in class or through meetings, Subject Teacher Deliberation activities, training activities, training, or workshops. The obstacles experienced by supervisors in implementing supervision are the number of teachers and schools that must be fostered, the lack of academic supervision of teachers, and some teachers who teach not per the lesson plan. The need to expand the number of school supervisors to match the number of instructors and schools being supervised is indicated by obstacles discovered by school supervisors during the execution of monitoring. There should be more teacher training available.

*This is an open access article under the [CC BY-NC](https://creativecommons.org/licenses/by-nc/4.0/) license.*



---

### *Corresponding Author:*

Elismarwati,

Kementerian Agama Kabupaten Bengkulu Tengah,

7CX5+9RF, Desa Renah Semanek, Karang Tinggi, Pelajau, Kec. Karang Tinggi, Kabupaten Bengkulu Tengah, Bengkulu 38382, Indonesia,

Email: [elismarwati67@gmail.com](mailto:elismarwati67@gmail.com)

## INTRODUCTION

The academic supervision of supervisors has the task of guiding teachers, especially in improving the professional competencies of teachers and teachers of Islamic subjects. Teachers of Islamic subjects must master professional competence because teachers are tasked with providing skills and religious knowledge and instilling an attitude of religious life in the education and teaching process so that students can apply them in everyday life (Husna, 2016; Jamin, 2018). Therefore, the presence of a supervisor is highly expected to improve the professional competence of teachers. To realize all that, supervisors must carry out the supervision process effectively and efficiently to provide optimal guidance and services to teachers. Supervisors must be able to use a good approach to foster teachers (Iskandar, 2017). It is essential to take a supervisory approach to give the target teachers a perception that the supervision process is carried out to assist, foster, and develop teacher competencies and help solve problems. Academic supervision carried out by supervisors is expected not only to supervise teachers or education personnel to carry out their duties as well as possible following the provisions but also to try together with teachers to find solutions to improve the learning process (Karsiyem & Wangid, 2015; Sitaasih, 2020). The warm and intimate atmosphere of academic supervision makes teachers feel comfortable so that supervisors can help develop joint efforts in improving teacher abilities.

Every teacher also needs to know that academic supervision must be done. Teachers must realize that professional growth and development is a necessary thing. However, some teachers do not yet know their professional responsibilities. Teachers who are not ready to be supervised think academic supervision by supervisors is scary (Faisal et al., 2021). Teachers who do not have complete learning tools assume that academic supervision only wants to find teacher mistakes. This makes the development of the professional abilities of teachers essential. In terms of the formation of the teaching profession, it is carried out through pre-service education and in-service education programs (Bakar, 2017; Rofiki, 2019). Pre-service education includes diploma, undergraduate, and postgraduate programs. Meanwhile, in-service education includes in-service training such as upgrading supervision.

Etymologically, the term supervision comes from English, namely, supervision (Mahlopi, 2022). In terms of morphology, the word supervision consists of two words: super, meaning above, more, and vision, meaning seeing, observing, and supervising. Therefore, etymologically the word supervision means seeing, reviewing, or observing what is done by superiors on the implementation of the activities of their subordinates. According to Kimball Wiles, quoted by Sahertian, he explained that supervision is the assistance given to improve teaching and learning situations for the better (Ridlwani, 2019). The term "supervisor" refers to a group performing supervisory functions. Supervisors are essentially educational leaders who evaluate how well teachers and other education professionals can perform their respective duties and reprimand, correct, or help subordinates with problems. (A. Astuti, 2019; Azizah & Apdila, 2021). Thus, teaching and learning situations in schools depend on the skills of supervisors as leaders who can organize, supervise, and set an example for their subordinates (teachers or school staff).

Supervision is an activity that provides encouragement, guidance, and direction, such as motivating teachers in improving the quality of learning, as well as selecting methods, tools, strategies, and suitable assessment methods on an ongoing and professional basis in order to achieve the goals of education (Iswanto & Mubarak, 2022; Syukri, Cut Zahri Harun, 2015). Thus the supervision service covers all aspects of the implementation of education and teaching. In the implementation of supervision, supervisors do not merely want to find shortcomings and mistakes of teachers but to make improvements through coaching to schools, especially to teachers, so that the quality of learning increases.

Academic supervision is a supervisory function relating to aspects of the implementation of the task of coaching, monitoring, assessing, and training professional teachers in planning learning, implementing learning, assessing learning outcomes, guiding and training students, and carrying

out additional tasks attached to the implementation of main activities according to the workload teacher (S. Astuti, 2016, 2017). Thus, it can be concluded that academic supervision is a service or professional guidance provided by supervisors to improve their performance, learn management abilities, and improve learning situations in the classroom in order to achieve learning objectives. Supervisors must determine which techniques can foster a teacher's learning skills so that the techniques used to follow the teacher being fostered (Hanief, 2016; Idayani, 2015). Improving the quality of teacher teaching can be done in various ways, including through class visits, individual meetings, workshops, Subject Teacher Conferences, and other activities aimed at improving the professional competence of teachers.

Knowledge, skills, values, and attitudes that are expressed in one's thought and behavior patterns make up competence (Ismail, 2010). To be seen as capable of performing duties in a specific employment sector, a person must demonstrate a set of responsible, intelligent behaviors known as competence. The qualities of intellect must be demonstrated via talent, tenacity, and accomplishment in action. From the perspectives of science, technology, and ethics, it is necessary to demonstrate the nature of responsibility as well as the appropriateness of action. According to Government Regulation Number 74 of 2008 about Instructors in the Republic of Indonesia, "competence is a collection of knowledge, abilities, and behaviors that teachers or lecturers must have, internalized, and managed in performing professional obligations." From a few of these perspectives, it can be inferred that teacher competence refers to the knowledge, abilities, and skills that have been mastered by someone who has been integrated into the teacher's self in order for teachers to carry out cognitive, affective, and psychomotor behavior as efficiently as possible (Indonesia, 2008). In essence, the requirement for teacher competence is to hire exceptional, experienced professionals capable of carrying out educational goals generally as well as school functions and purposes specified by societal standards (Sukmawati, 2019). According to the description provided above, a teacher must be professional in how he or she fulfills his or her position as a teacher, which requires that the teacher be able to adapt to the needs of society and the times, in this case, the advancement of science and technology.

Based on the description above, it is interesting for the author to research the Implementation of Academic Supervision to Improve Teacher Professional Competence at Madrasah Ibtidaiyah Negeri 4 Central Bengkulu Regency in 2021. Because the role of a supervisor is needed to guide and foster teachers to improve teacher competence and achieve the goals of education. This research aims to find out the description and analysis of the planning, implementation, evaluation, and follow-up of the implementation of academic supervision of supervisors at Madrasah Ibtidaiyah Negeri 4 Central Bengkulu Regency and also to find out the description and analysis of factors inhibiting the process of implementing academic supervision of supervisors in Madrasah Ibtidaiyah Negeri 4 Central Bengkulu Regency.

## RESEARCH METHODOLOGY

The type of research used by the author is qualitative research, or called field research, using a descriptive approach, which aims to find out how the implementation of academic supervision by supervisors improves the professional competence of Islamic Religion subject teachers. This means that the data collected is not in the form of numbers, but the data comes from interview scripts, field notes, personal documents, and other official documents. Qualitative research has six characteristics, namely: (1) caring about the context and situation (concern of context), (2) having a natural setting (natural setting), (3) humans as the main instrument (human instrument), (4) descriptive data (descriptive data), (5) research design appears simultaneously with observations (emergent design), (6) inductive data analysis (inductive analysis) (Sitaasih, 2020). Based on the views above, this qualitative research intends to explore all the facts, then provide an explanation related to the various realities. Therefore, the author uses a qualitative type of research because it is more appropriate to

identify the implementation of academic supervision to improve the professional competence of teachers of Islamic subjects in Madrasah Ibtidaiyah Negeri 4 Central Bengkulu Regency.

This research was conducted in Madrasah Ibtidaiyah Negeri 4, Central Bengkulu Regency. The subjects of this study were teachers at Madrasah Ibtidaiyah Negeri 4, totaling 19 teachers. This research was conducted in the academic year 2021. The data sources used to obtain data in this study consisted of two sources: Primary data sources and data obtained directly. The data was obtained from direct field observations and interviews with the Head of Madrasah, as well as subject teachers at Madrasah Ibtidaiyah Negeri 4, and Secondary Data Sources, data collection in the form of documents, supervisor notes, monitoring books, and guide books. , monthly reports and annual reports of supervisors, as well as articles in journals, magazines, newspapers, and so on that are closely related to the focus or object of research.

## RESULTS AND DISCUSSIONS

### Academic Supervision Planning

Planning carried out by supervisors is in the form of programs to be achieved, in the form of short, medium, and long term. In order for the implementation of supervision activities to run smoothly, preparations are needed. The steps prepared in the implementation of the supervision program activities include the preparation of activity plans, namely: (a) annual program preparation activities (PROTA), semester programs (PROMES), academic supervision plans (RKA), (b) formulation of program goals and objectives ; (c) planning class and madrasa visit schedules.

The activity plan is a working guideline to determine what steps must be taken in supervision. In preparing the activity plan, the steps taken are as follows:

a) Preparation of academic supervision program

Supervisory Working Group (POKJAWAS) management prepares this academic supervision program. Supervision programs that supervisors must prepare are our annual programs and semester programs for all target schools that are contained in the Academic Supervision Plan (RPA).

b) Academic supervision approach

Based on the study of the RPA Academic Supervision Plan document, the approaches taken by school supervisors include a direct approach (directive), an indirect approach (non-directive), and a collaborative approach. The direct approach is carried out when providing direct direction and guidance to teachers who lack professional competence. In an indirect approach, the supervisor first listens to the complaints faced by the teacher; after the teacher has finished submitting his complaint, the supervisor provides solutions to the problems. Furthermore, for a collaborative approach, the supervisor and teacher sit together and solve the teacher's problems. The type of model/approach the author often uses as a supervisor at Madrasah Ibtidaiyah Negeri 4 at the time of supervision is clinical supervision. Namely, the author first listens to complaints from the teacher, looks for the causes, then looks for alternatives/solutions to solve and resolve the problems faced By the teacher.

c) Academic Supervision Techniques

Supervisors use various methods or techniques in conducting supervision with the hope that the objectives of supervision can be achieved effectively and efficiently. The supervision technique is adjusted to the needs, situations, and existing conditions. Supervision techniques used in general are individually/personally and in groups. Individual/personal techniques are carried out when the implementation of the learning process is not following what is expected, so the supervisor provides direction first and then provides constructive advice and motivation to the teacher concerned. While the group technique is carried out during evaluation/follow-up, teachers are collected according to the field of study (cognate) (Nadhifa et al., 2020).

The supervisory supervision techniques applied by the author to teachers at Madrasah Ibtidaiyah Negeri 4 include:

- 1) Individual techniques consisting of class visits and class observations. The purpose of this class visit is to obtain data about the actual situation during the teacher's teaching so that the author

gets the data needed in the context of teacher development. Through class visits, the author will help with the problems experienced by the teacher while in the classroom. At the same time, the objective of class observation is to obtain subjective data regarding teachers' difficulties in improving the teaching and learning process.

- 2) Group technique is done by holding a Subject Teacher Conference (MGMP). The Subject Teacher Deliberation or the MGMP is an association or association for subject teachers in the district or city that functions as a means to communicate with each other, learn, and exchange ideas and experiences to improve performance and competence as a teacher.

Every supervisor at the school has the duty of setting up the school supervisor program before implementing the academic supervision program to allow for more precise and targeted planning. RPA, PROTA, and PROMES are some of the programs created by supervisors. The supervision program can then be implemented using the supervision program as a reference. To help teachers develop the capacity to manage the learning process and achieve learning objectives, academic supervision program planning fundamentally consists of creating implementation planning and monitoring planning documents (Nasaruddin et al., 2022).

The author's supervision planning takes the form of coaching programs scheduled as classroom and school visits and includes providing constructive feedback and ideas. At the same time, the author uses Subject Teacher Consultation as a method of instruction and training in the supervision program (MGMP). The author's procedure for creating the yearly work program starts with identifying the previous supervision's outcomes, followed by processing and analyzing the outcomes to create the annual work program. It is also distributed to those institutions for the principals and teachers at the target schools to be aware of the author's annual program. As a result, the school and teacher have been informed right away so that they can correct one another on the supervisor's program and ensure that supervision is carried out under the requirements of the school's teachers.

### **Implementation of Academic Supervision**

Academic monitoring is crucial to raising both the standard of instruction and instructors' professional competence. Therefore, it is imperative that frequent supervisory activities take place in schools to enhance teacher proficiency and the standard of instruction. The implementation of supervision between supervisors and instructors in learning activities entails three stages: preparation, implementation, and assessment/follow-up. This is because supervision is a shared obligation between supervisors and teachers. The process of academic supervision is divided into three phases: planning, execution, and evaluation. The supervisor uses the teacher's teaching schedule to implement supervision, which means monitoring is tailored to the teacher's teaching schedule. The supervisor will then have pre-established observational guidelines employing an assessment scale when watching students study in a classroom.

The following are the subsequent phases for academic supervision activities:

The first step is to prepare the tool for establishing classroom supervision and collaborate with the concerned teacher and the principal. The author briefly goes over the activities that will be done in class with the teacher before the observation starts. Developing a shared understanding and ease of communication with instructors to ensure that class visits are well-received, not frightful, and do not obstruct educational activities. Following their discussion, the writer looked through the teaching materials that the teacher had produced in advance of the learning process activities. The phase of class supervision is the next step. This stage is completed while the instructor is instructing; in the meantime, the writer observes, evaluates, and records the author's assessment's key findings, which will be discussed with the teacher following the learning activities.

During this phase, the teacher must pass three exams: 1) Preliminary activities, which include determining the pupils' readiness and the teacher's starting point. 2) The fundamental learning

activities include knowledge of the subject matter, adherence to lesson plans, learning strategies, learning media, class mastery, and teacher-student interaction. 3) Giving feedback to students while involving them, following up with tasks, submitting lesson plans at the following meeting, and concluding with a prayer to mark the completion of the learning activities.

The author's kind of supervision includes more than just watching over and grading teachers; it also includes motivating them and helping them advance their skills. Teachers must possess the required professional competencies to perform their tasks properly, as directed and encouraged by supervisors.

The author followed the first meeting, observation, and assessment stages in executing the class visit supervision program. The teaching strategy for the day was discussed during the initial meeting between the supervisor and the teacher. They both agreed that student participation in the learning process was one of the teaching strategies with the subject of the observation. Making class observations comes next after choosing one element to focus on for observation. When observing a class, the author sits at the back table and observes, takes notes, pays attention to the teacher from the start of the lesson to the finish, and identifies data using tools for data collection and assessment that have been created. These instruments must be understood and covered in the first meeting with the supervised teacher. This prevents teachers from feeling imprisoned and instead promotes drive and self-worth.

After performing observations in the classroom, gathering information, and identifying issues that require direct intervention, the writers and teachers hold discussions and provide coaching in the principal's office (Griffiths et al., 2019). Following the initial agreement in the first meeting, the supervision component was discussed. Some of these components include planning and preparation for teaching, techniques, methods, and learning materials. The writers informed the teacher of the findings of their observations during the meeting's discussion. They examined the accuracy of the teacher's instructional materials, such as lesson plans, syllabi, and academic calendars. A visit letter is signed by the supervisor and teacher whenever the coaching procedure has been determined to be sufficient and complete.

### **Academic Supervision Evaluation**

Evaluation is one of the processes for determining if academic supervision has been implemented successfully. Evaluation is gathering data to determine whether or not educational initiatives have been successful. It is anticipated that the evaluation's findings regarding the application of academic supervision will help teachers address issues they face during the teaching and learning process. After the observations in class, the supervisory actions are evaluated using observation, data gathering tools, and dialogue/interviews. The author carefully examines the supervision data and evaluates the findings of his observations in this evaluation activity. The writer completed the coaching stage after reviewing the findings from the problem identification stage. If there are shortcomings or something that needs to be improved, the author's action is to give guidance if it involves the teacher's personal information. Consider a scenario in which the supervision results revealed a problem that needs to be fixed jointly. In that case, it will be discussed at the teacher meeting, and in the following program, the information will be taken into account and followed up on.

The supervisor, the school, and the supervised teacher all evaluate academic supervision (Wardani et al., 2020). The evaluation results are also used to choose the supervisory method for additional supervision tasks. This is in line with Anas Sudijono's assertion that evaluation serves three purposes: assessing progress, assisting in creating plans, and improving and making changes again. In order to use supervision as a tool to assess the progress of further education, the author's supervision must be based on several guiding principles. Based on the author's execution of academic supervision, the mutual trust between the supervisor and the supervised school is the guiding principle employed in teacher supervision at Madrasah Ibtidaiyah Negeri 4 Bengkulu

Tengah Regency. Data that belongs to the school, good communication between supervisors and all parties involved in monitoring, including teachers, and the outcomes of the supervision paint a truthful picture of the schools under observation.

### **Factors Inhibiting Academic Supervision**

Based on the author's research results, the lack of teacher readiness to be supervised was the inhibiting factor found. This is more due to the lack of motivation from the teachers themselves for the importance of supervision. The lack of motivation is also due to the assumption that supervision is only to find fault with the teacher. Although sometimes the implementation of supervision has been notified in advance to the school or teacher who will be supervised, the teachers who will be supervised are still not well prepared. In addition, another obstacle is the learning process that is not made by the Lesson Plan (RPP). Learning Implementation Plan (RPP) is a program that is prepared as a guideline for implementing learning for each learning activity. Ideally, the learning implementation must follow the RPP that has been prepared because the RPP has listed the entire series of activities in implementing the learning that will be carried out. However, in reality, in schools, many teachers make lesson plans only as administrative materials that must be made and collected by the principal/supervisor, not as a guide for the learning process so that the preparation process is not severe/copy paste.

Lack of readiness of teachers in implementing supervision (Huda & Muspawi, 2018). This is more due to the lack of motivation from the teachers themselves for the importance of supervision. The lack of motivation is also due to the assumption that supervision is only to find fault with the teacher, as well as the implementation of supervision which is sometimes carried out suddenly, which makes the teacher less prepared when the supervisor will carry out supervision. So it is necessary to raise awareness and motivation among teachers regarding the importance of supervision to improve their competence and the quality of learning so that at any time the author will carry out sudden supervision, the teacher is ready. Not only is the teacher ready to be supervised carefully, but the teacher must always be ready at any time when the author will carry out supervision.

The Learning Implementation Plan (RPP) is a program prepared by the teacher as a guide for the implementation of learning for each activity in the learning process. Ideally, the implementation of learning must be under the RPP that has been made, but in reality, the learning process is carried out by the teacher; there are still teachers who teach, not by the RPP that has been made. This is because some teachers still make RPP only by copying and pasting other people's property, so in the learning process, some teachers still teach but do not comply with the RPP (JUMADI et al., 2022). The activity of guiding teachers in preparing lesson plans is one of the tasks that must be carried out by the author when carrying out supervision activities in the target schools.

## **CONCLUSION**

Planning for academic supervision is prepared by POKJAWAS Bengkulu Tengah Regency; before carrying out supervision activities, supervisors first make a plan in PROTA, PROMES, RPA, supervisor's schedule, Academic Calendar, Assessment Instruments, etc. Before carrying out supervision, the supervisor also first contacted the school that supervision would be held. The academic supervision of target school teachers is carried out by school supervisors with teacher performance assessment instruments, namely on aspects/problems of learning preparation, learning processes, and assessment of learning outcomes carried out by direct observation in class. Evaluation and follow-up of academic supervision is carried out after the observation of the learning process is complete. This is done to identify the needs and problems faced by teachers. Thus, follow-up of supervision activities can be carried out based on the identification, as well as an assessment of the implementation of supervision activities, which include the implementation of the supervision program, the results of the implementation of supervision, and the obstacles encountered. Then it

can be used in the preparation of the next RPA. Evaluation and follow-up of academic supervision carried out by supervisors are expected to be able to encourage teachers to improve their competencies further. Moreover, follow-up for teachers who are still considered lacking will be included in Education and Training.

Obstacles experienced by supervisors in implementing academic supervision include the lack of teacher readiness to be supervised, as well as the learning process that is still not by the lesson plans that have been made. The solution that the author can do is to increase the intensity of supervision, increase the guidance of teachers through monitoring activities and evaluate the planning and implementation of academic supervision programs carried out by the author regularly.

The implications of this research are that: this research can be the basis and foundation for madrasa supervisors to be able to find out how to improve the professionalism of teachers in madrasas and target schools through academic supervision carried out, as well as find out the obstacles and obstacles found by supervisors in the field.

The limitations of this research are the stages of supervision procedures, supervision should be carried out without notifying the supervision schedule for schools and teachers, so that the conditions in the field found are real data without any sudden improvements by schools and teachers. Future research is needed in the form of exploring the reasons teachers do not prepare learning tools properly, to find solutions to the obstacles faced.

## References

- Astuti, A. (2019). Peran Kepala Sekolah Sebagai Supervisor Dalam Meningkatkan Mutu Pendidikan. *Adaara: Jurnal Manajemen Pendidikan Islam*, 5(1), 435–449. <https://doi.org/10.35673/ajmpi.v5i1.79>
- Astuti, S. (2016). Penerapan Supervisi Akademik Untuk Meningkatkan Kompetensi Guru Dalam Menyusun Administrasi Penilaian Di Sd Laboratorium Uksw. *Scholaria : Jurnal Pendidikan Dan Kebudayaan*, 6(1), 117–126. <https://doi.org/10.24246/j.scholaria.2016.v6.i1.p117-126>
- Astuti, S. (2017). Supervisi Akademik Untuk Meningkatkan Kompetensi Guru Di Sd Laboratorium Uksw. *Scholaria : Jurnal Pendidikan Dan Kebudayaan*, 7(1), 49–59. <https://doi.org/10.24246/j.scholaria.2017.v7.i1.p49-59>
- Azizah, M., & Apdila, M. N. (2021). Peran Kepala Madrasah Sebagai Supervisor dalam Peningkatan Kinerja Guru. *Chalim Journal of Teaching and Learning*, 1(1), 73–84.
- Bakar, A. (2017). ... Program Pre Service Education Dan in Service Education Dalam Meningkatkan Profesionalisme Guru Pai Di Mts Sultan Fatah Mijen .... STAIN Kudus. <http://repository.iainkudus.ac.id/id/eprint/460%0Ahttp://repository.iainkudus.ac.id/460/7/7>. BAB IV.pdf
- Faisal, E., Sekolah, K., Negeri, S., Kabupaten, B., & Utara, A. (2021). Pengembangan Supervisi Akademik Model 212 Berbasis Digital. *Pelita Eduka-Jurnal Pendidikan IGI Aceh Utara*, 01(1), 1–11.
- Griffiths, A. J., Diamond, E. L., Alsip, J., Furlong, M., Morrison, G., & Do, B. (2019). School-wide implementation of positive behavioral interventions and supports in an alternative school setting: A case study. *Journal of Community Psychology*, 47(6), 1493–1513. <https://doi.org/10.1002/jcop.22203>
- Hanief, M. (2016). Menggagas Teknik Supervisi Klinik Sebagai Upaya Peningkatan Mutu Pembelajaran. *Jurnal Kependidikan Dan Keislaman FAI UNISMA*, 10(2), 1–19.
- Huda, S., & Muspawi, M. (2018). Academic Supervision of Madrasah Supervisors in Improving Professional Competencies of Teachers. *Ta'dib: Jurnal Pendidikan Islam*, 23(2), 155–163. <http://jurnal.radenfatah.ac.id/index.php/tadib>
- Husna, F. (2016). Peran Musyawarah Guru Mata Pelajaran (MGMP) Untuk Meningkatkan Kompetensi Profesional Guru PAI: Studi Kasus MGMP PAI SMP Negeri Kabupaten Kediri. *Didaktika Religia*, 4(2), 205–224. <https://doi.org/10.30762/didaktika.v4.i2.p205-224.2016>
- Idayani, I. (2015). Supervisi Akademik Kepala Madrasah dalam Meningkatkan Profesionalisme Guru Pendidikan Agama Islam Di MAN Model Palangka Raya. IAIN Palangka Raya. <http://digilib.iainpalangkaraya.ac.id/id/eprint/58>
- Indonesia, P. R. (2008). Peraturan Pemerintah Nomor 74 Tahun 2008 tentang Guru. *Lembaran Negara Republik Indonesia Tahun*.

- Iskandar, D. (2017). PERAN PENGAWAS PENDIDIKAN DALAM PENINGKATAN MUTU PENDIDIKAN SMP DI KABUPATEN BIMA PROVINSI NUSA TENGGARA BARAT. *JURNAL PENELITIAN ILMU PENDIDIKAN*, 9(2), 179-195. <https://doi.org/10.21831/jpipfip.v9i2.12918>
- Ismail, M. I. (2010). Kinerja Dan Kompetensi Guru Dalam Pembelajaran. *Lentera Pendidikan : Jurnal Ilmu Tarbiyah Dan Keguruan*, 13(1), 44-63. <https://doi.org/10.24252/lp.2010v13n1a4>
- Iswanto, I., & Mubarak, R. (2022). Fungsi Supervisi Kepala Unit Taman Pendidikan Al-Qur'an (TPQ) terhadap Kinerja Guru Al-Qur'an. ... *Wa Ta'lim: Jurnal Penelitian Pendidikan ...*, 9(1), 29-40. <http://journal.uinsi.ac.id/index.php/Tarbiyawat/article/view/3940><http://journal.uinsi.ac.id/index.php/Tarbiyawat/article/download/3940/1571/>
- Jamin, H. (2018). Upaya Meningkatkan Kompetensi Profesional Guru. *Jurnal Penelitian Pendidikan*, 10(1), 19-36. <https://ejournal.staindirundeng.ac.id/index.php/tadib/article/view/112>
- JUMADI, J., SUTJIPTO, S., & HANAFI, I. (2022). The Evaluation of Character Education Program Implementation in Al-Azhar Islamic Elementary School Kelapa Ivory North Jakarta. *International Journal of Environmental, Sustainability, and Social Science*, 3(2), 409-429.
- Karsiyem, K., & Wangid, M. N. (2015). Pelaksanaan Supervisi Akademik Dalam Peningkatan Kinerja Guru Sekolah Dasar Gugus Iii Sentolo Kulon Progo. *Jurnal Akuntabilitas Manajemen Pendidikan*, 3(2), 201-212. <https://doi.org/10.21831/amp.v3i2.6337>
- Mahlopi. (2022). Supervisi Pendidikan Era Teknologi 5.0. *Adiba: Journal of Education*, 2(1), 133-141.
- Nadhifa, F., Habsy, B. A., & Ridjal, T. (2020). Konseling Kelompok Realita Untuk Meningkatkan Kedisiplinan Belajar Siswa Madrasah Ibtidaiyah, Efektifkah? *Perspektif Ilmu Pendidikan*, 34(1), 49-58. <https://doi.org/10.21009/pip.341.6>
- Nasaruddin, D. M., Mahmuda, F. N., & Lindriany, J. (2022). Aktualisasi Kompetensi Akademik Kepala Sekolah dalam Menyikapi Fluktuasi Kebijakan Pendidikan Masa Pandemi Covid-19. *Jurnal Pendidikan ...*, 6(2), 16276-16285. <https://jptam.org/index.php/jptam/article/view/5061>
- Ridlwan, A. S. (2019). *Supervisi Akademik Direktur Dalam Meningkatkan Kompetensi Pedagogik Guru Di Pesantren Muadalah Perguruan Islam Mathali'Ul ....* UNISNU Jepara. <http://eprints.unisnu.ac.id/id/eprint/1868/>
- Rofiki, M. (2019). Urgensi Supervisi Akademik dalam Pengembangan Profesionalisme Guru di Era Industri 4.0. *Indonesian Journal of Basic Education*, 2(3), 502-514.
- Sitaasih, D. K. (2020). Supervisi Akademik untuk Meningkatkan Kompetensi Guru Dalam Proses Pembelajaran di SD. *Jurnal Ilmiah Sekolah Dasar*, 4(2), 241-247. <https://doi.org/10.23887/jisd.v4i2.25461>
- Sukmawati, R. (2019). Analisis kesiapan mahasiswa menjadi calon guru profesional berdasarkan standar kompetensi pendidik. *Jurnal Analisa*, 5(1), 95-102.
- Syukri, Cut Zahri Harun, N. U. (2015). Pelaksanaan Supervisi Akademik Oleh Kepala Sekolah Untuk Meningkatkan Kinerja Guru. *Jurnal Administrasi Pendidikan*, No 2(3), 711-723. <http://dx.doi.org/10.31219/osf.io/3mtnr>
- Wardani, A. D., Gunawan, I., Kusumaningrum, D. E., Benty, D. D. N., Sumarsono, R. B., Nurabadi, A., Handayani, L., Ubaidillah, E., & Maulina, S. (2020). Subject Teacher Deliberation: Role and Functions in School Management. *1st International Conference on Information Technology and Education (ICITE 2020)*, 720-724. <https://doi.org/10.2991/assehr.k.201214.326>