

## **Academic Supervision As One Of The Education Policy Implementations (Case Study of the Islamic Religious Education Teacher Working Group in Sungai Tabuk District, Banjar Regency in the Perspective of General Education)**

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### **ABSTRACT**

Academic supervision is closely related to the quality of learning. How to increase the quality of learning is a problem in the education world. simply, quality learning process requires a professional teacher. Education policy is a public policy that regulates specifically related to the absorption of resources, allocation, and distribution of resources as well as the regulation of behavior in the realm of education. The purpose of this research is to find out whether academic supervision can improve teacher professionalism and identify factors that can increase the professional understanding of Islamic Religious Education teachers at SD Banjar Regency, South Kalimantan. Researchers used the method of observation, interviews, and documentation to obtain research data. The sample selection was carried out by purposive sampling, namely five teachers with master's degrees. Researchers used in-depth interviews to gather information according to the research objectives. The results of the research findings indicated that the implementation of academic supervision as one of the policies in the world of education can increase the professionalism of Islamic Religious Education teachers. This is closely related to the quality of learning carried out by the teacher. Planning well, and being objective and factual are factors that can increase teacher enthusiasm and self-confidence.

**Keywords:** *Implementation, Supervision, Academic, Policy, Education*

## **A. INTRODUCTION**

Academic supervision, namely supervision that focuses on supervisors' observations on academic problems, namely things that are in the environment of learning activities when students are in the learning process (Suhertian, 2010: 47). While Santosa, (2019: 5) states that purpose of Academic Supervision: a) Academic supervision is carried out to help teachers improve their professional abilities, which include academic knowledge, class management, learning process skills and can use all of these abilities to provide quality learning experiences for participants educate. b) Academic supervision is carried out to check or ensure or ensure that the learning process in schools runs according to the provisions and objectives set. This monitoring activity can be carried out through visits to classes while the teacher is teaching, and personal conversations with teachers, colleagues, and students. c) Academic supervision is carried out to encourage teachers to improve their competence, carry out their teaching duties better by applying their knowledge and skills, and have serious attention (commitment) to their duties and responsibilities as teachers.

Academic supervision is closely related to quality learning because a quality learning process requires professional teachers and professional teachers can be formed through effective academic supervision. Teachers as the main actors in the learning process can improve their professionalism through academic supervision so that learning objectives are achieved. Through academic supervision, practical reflections for evaluating teacher performance can be carried out, difficulties and problems in the learning process can be identified, information regarding the ability of teachers to manage learning activities can be known, and follow-up programs.

In carrying out academic supervision activities the principal needs to pay attention to the principles of academic supervision to create a good relationship between the principal, teachers, and all parties involved. The principles of academic supervision are explained as follows: a) Practical, meaning that it is easy to do according to school conditions. b) Systematic, meaning that it is developed according to a mature supervision program planning and by following the learning objectives. c) Objective, meaning input according to aspects of the instrument. d) Realistic, meaning based on facts. e) Anticipatory, meaning being able to deal with problems that might occur. f) Constructive, means developing teacher creativity and innovation in developing the learning process. g) Cooperative, meaning that there is good cooperation between the principal and teachers in developing learning. h) Kinship, meaning considering mutual care, compassion, and care in developing learning. i) Democratic, meaning that the principal may not dominate the

implementation of academic supervision. j) Active means that teachers and principals must actively participate. k) Humanist, means being able to create human relations that are harmonious, open, honest, steady, patient, enthusiastic, and full of humor. l) Continuous, meaning that academic supervision is carried out regularly and continuously (Santosa, 2019: 5).

The implementation of academic supervision is carried out in three stages, namely: a. planning, b. implementation of supervision, c. supervision follow-up. Good activities must be well planned, as well as academic supervision. In planning regarding the background, it contains the importance of supervision and the reasons for the need for implementing academic supervision. The legal basis contains various regulations that are used as the basis for implementing academic supervision and regulations related to the main tasks and functions of supervision. Objectives contain things that are desired from the existence of a supervision program and implementation of supervision.

Indicators of success of academic supervision are described as a success, both seen from the beginning of the implementation process and the results. Success criteria are benchmarks for determining the level of success of an activity. The successful implementation of academic supervision is marked by the following characteristics: Pre-observation (initial meeting), namely: the creation of an intimate atmosphere with the teacher; Discuss the preparations made by the teacher and agreement on the focus of observation; and agreeing on the observation instrument to be used. Observation (observation of learning), namely: observations are carried out following the agreed focus; The use of observation instruments.

The existence of notes (fieldnotes) based on the results of observations which include the behavior of teachers and students, during the learning process (starting from introduction to closing); and Do not disturb the learning process. Post-observation (meeting back): The return meeting was carried out after the observation, namely: Asking the teacher's opinion regarding the learning process that had just taken place; Showing observational data (instruments and notes) and allowing the teacher to examine and analyze them; Discuss openly the results of observations, especially on aspects that have been agreed upon and provide reinforcement of the teacher's performance; Avoiding the impression of blaming, try to find the teacher's shortcomings; Provide motivation that the teacher correct his shortcomings; and jointly determine the lesson plan and subsequent supervision.

The target of supervision is the teacher or educational staff who will be supervised. Approaches and Techniques, supervision contains the selected approaches and techniques

in the implementation of supervision according to needs. Scope contains the scope of supervised fields, including analysis of lesson planning, implementation of learning, and learning assessment. The supervision implementation schedule contains a list of names of teachers who are supervised and when the supervision will be carried out. The instrument used is following what has been discussed earlier.

Observation is an observation activity by the supervisor when the teacher is carrying out learning in class. Observations by supervisors using predetermined instruments. Even so, the supervisor may find something interesting outside the instrument. Findings in the form of teacher strengths or weaknesses during learning that are not accommodated in the observation instrument should still be considered as reinforcement material or feedback. Post-observation is a process of reflection and providing feedback as well as efforts to condition corrective action. that must be carried out by the supervised teacher.

The results of the evaluation are then used as a basis for knowing the achievement of the supervision plan, as well as knowing the location of the problems encountered. o make it easier for school principals to evaluate the results of supervision, the following format can be used. Follow up on Supervision Results which include: (a) determining alternative actions to be taken the difficulties or weaknesses found in the teacher, (b) making an action plan that includes when, where, who is involved, and how the action steps are carried out. Various forms of follow-up on the results of supervision can be in the form of direct and indirect coaching as well as situational coaching.

Direct coaching is carried out for teachers who have specific problems and are seen to be effective, carried out directly and immediately, for example, material concept errors, attitudes, and teacher actions which are seen as hnrusing students. Indirect coaching is carried out on things that are general that needs improvement and attention after obtaining the results of the supervision analysis. This coaching activity is also an effort to provide reinforcement and development of teacher knowledge, attitudes, and skills.

Situational coaching is carried out by the principal in fostering teachers, including recommending that teachers: Utilize teacher books, student books, guidelines, guides, and existing technical guidelines. Utilize learning tools and media in the school environment. Utilizing learning videos to improve the learning process he does. Utilize school principal working groups (KKM), teacher working groups, MGMP/MGBK, as well as existing professional organizations. Utilizing information and communication technology as well as various publications that are relevant to the development of teachers professional abilities. Conduct benchmarking or comparative studies to schools or other relevant objects. Carry

out the development of learning teachers according to the results of self-evaluations and/or teacher performance assessments.

## **B. LITERATURE REVIEW**

Activities to strengthen supervision instruments can be carried out employing group discussions between supervisors and teachers. With this joint review activity, a better instrument will be obtained, by adding, or removing components or aspects of the instrument, or improving its description. Besides that, you can also improve the shape of the instrument. In strengthening supervision instruments, they are grouped into: Teacher teaching preparation instruments include annual program, a semester program, syllabus, lesson plan, implementation of the learning process, assessment of learning outcomes, and supervision of the learning process. Learning supervision instruments, observation sheets, and observation supplements (teaching skills, subject characteristics, clinical approaches, and so on). Doubling of instruments and information to teachers in the field of assisted studies or to employees for non-academic instruments.

Various forms of follow-up on the results of supervision can be in the form of direct and indirect coaching as well as situational coaching. Direct coaching is carried out for teachers who have specific problems and are seen as effective directly and immediately, for example, material conceptual errors, teacher attitudes, and actions which are seen as hurting students. Guidance is indirectly carried out on matters of a general nature that need improvement and attention after obtaining the results of the supervision analysis.

This coaching activity is also an effort to provide reinforcement and development of teacher knowledge, attitudes, and skills. Situational coaching is carried out by the principal in fostering teachers, including recommending that teachers: Utilize teacher books, student books, guidelines, guides, and existing technical guidelines. Utilize learning tools and media in the school environment. Utilizing learning videos to improve the learning process he does. Utilize school principal working groups (KKM), teacher working groups, MGMP/MGBK, as well as existing professional organizations. Utilizing information and communication technology as well as various publications that are relevant to the development of teachers professional abilities. Conduct benchmarking or comparative studies to schools or other relevant objects. Carry out the development of learning teachers according to the results of self-evaluations and/or teacher performance assessments.

Quality learning requires professional teachers and professional teachers can be formed through effective academic supervision. Teachers as the main actors in the learning process can improve their professionalism through academic supervision so that learning

objectives are achieved. Through academic supervision, practical reflections for evaluating teacher performance can be carried out, difficulties and problems in the learning process can be identified, information regarding the ability of teachers to manage learning activities can be known, and follow-up programs for developing teacher professionalism can be compiled (Ministry of National Education, 2019). Thus academic supervision is part of the process of developing teacher professionalism so that it is increasingly capable of providing quality learning services for students.

The term "educational policy" is a translation of "educational policy" which comes from the words education and policy. the policy is a set of rules, while education shows the field. So education policy is almost the same as government policy in education. Education policy is a public policy that regulates specifically related to the absorption of resources, allocation, and distribution of resources as well as the regulation of behavior in the realm of education. The policy referred to here is a set of rules as a form of partiality from the government to build an education system, by the goals and ideals that are desired together. Policy analysis is a thinking procedure that has long been known and carried out in human history, at least since humans were able to generate and maintain knowledge about the action.

Some experts have different meanings in interpreting policy analysis, including:

1. According to the Big Indonesian Dictionary, analysis is (1) an investigation of an event (writing, deed, etc.) to find out the actual situation (causes, circumstances, etc.); (2) the decomposition of a subject into its various parts and the study of the parts themselves and the relationships between the parts to obtain a proper understanding and understanding of the meaning of the whole.
2. Dunn: reveals that policy analysis is a procedure for generating information about social problems and their solving actions.
3. Patton: policy analysis is a series of processes in producing policy.
4. Duncan MacRae: policy analysis is an applied social science discipline that uses rational argumentation using facts to explain, evaluate, and generate ideas in the context of efforts to solve public problems.
5. Stokey and Zekhauser: policy analysis as a rational process using rational methods and techniques.

From some of the definitions above, we can draw a more detailed understanding that policy analysis is a method or procedure for using a human understanding of and solving policy problems. So the analysis of educational policy is a way of solving problems that exist in policies on education using the understanding that is owned by humans themselves.

Since the establishment of a research and development agency within the Ministry of Education and Culture in the early 1970s, various forms of educational research, assessment, and development activities have been carried out to support the decision-making process. This agency continues to develop rapidly, particularly in providing input into the educational development process which has been systematically planned and implemented since Repelita I. This agency continues to play a role in generating various ideas for educational reform so that the education development process has gone through challenging times.

Policy analysts in the field of education are not only required to master research and development techniques but are also required to master relevant educational issues both internally and educational issues in cross-sectoral terms. Internal education issues will cover the education system and its integral components, such as basic education (functioning to instill basic skills), science and technology education, professional education, out-of-school education, as well as supporting components of the education system. External education issues, which are also very important to be continuously studied by policy analysts, concern the integral linkages between education and people's lives in various fields such as politics, economics, employment, environment, and socio-cultural life.

About concerning the matters above, an educational research and development institution needs to devote its attention to meeting the intended challenges. The ability of research and development institutions to carry out policy analysis is not only required to produce renewal ideas based on realistic issues and following the demands of the times, but what is equally important is the ability to communicate the resulting ideas so that they are truly realized in form of government policy that can be implemented properly.

In its history, this body has continued to increase its function as a reform body for the national education system. From the subsequent Repelita I period, the shift in the function of this agency was increasingly felt, especially in carrying out its function of preparing medium- and long-term policy materials.

Within the Ministry of Education and Culture, the process of making public policy has been properly regulated by Law no. 2 of 1989, Government Regulations as well as the Ministry of Education and Culture's policies regarding the process of implementing policy analysis as a system have been systematically disclosed by Education sector reviewers, carried out by Balitbang-Depdikbud in collaboration with the IEES (Improving the Efficiency System Project).

One of the research institutions conducting education policy analysis is Smeru. Smeru is an independent research institute that conducts research and public policy studies professionally and proactively and provides accurate, timely information with objective analysis on various socio-economic issues and poverty that are considered urgent and important for the Indonesian people.

The scope of educational policy analysis activities includes:

1. Collection of educational statistical data
2. Curriculum development.
3. Test system
4. Educational and cultural research.
5. Educational communication technology.
6. Development of educational and cultural policy analysis.

The last activity, activity in number 6, serves to prepare materials for the formulation of educational policies, both long, medium, and short-term policies, as well as materials for departmental policies which are needed at any time by decision-makers. One of the most prominent functions of the Research and Development Agency is the Analysis and Formulation of Policy Materials to assist the government in preparing and formulating policy materials according to important educational issues that are developing in the world of research, development, and the wider community.

AAA project called the Education Policy and Planning Project or the EPP project received assistance from USAID (The United States Agency for International Development). The project was officially implemented in July 1984 with the main objective: "to improve the quality of education in Indonesia through the formulation of better policies and plans based on more complete and thorough information and better methods of analysis of this information. Since the implementation of the project, various efforts have been made, especially in identifying various educational problems as targets in carrying out policy analysis. Since then policy analysis has been carried out through coordination among various units within the Ministry of Education and Culture. The results are policy proposals that are very useful in preparing the Minister of Education and Culture's Annual Policy Formulation and Repelita Papers.

In the policy analysis literature, the approach to policy analysis includes two major parts, namely the descriptive approach and the normative approach. A descriptive approach is a procedure or method used in scientific development research, both pure and applied science, to explain a phenomenon that occurs in society. The term used by Cohn regarding this descriptive approach is a positive approach that is manifested in the form of scientific

efforts in presenting the State of the Art or the actual state of a phenomenon being studied and what users need to know about. The purpose of the descriptive approach in policy analysis is for decision-makers to understand the problem being highlighted from a policy.

The normative approach which is often also called the prescriptive approach is an attempt in science to offer a norm, rule, or "recipe" that can be used by users to solve problems. The purpose of this approach is to help make it easier for users of research results to determine or choose one of several options for the most efficient way or procedure for dealing with or solving a problem. With these norms, it is expected that users of research results will obtain greater benefits from research activities in science, especially in solving social or community problems. This normative information was called technical information by the Education Sector Reviewer of the Balitbang-Depdikbud 1986 because it is the result of data analysis based on information relating to a policy issue that is being or wants to be highlighted (*Suharyanto H. Soro. Quoted from the introductory macro education management course material*).

### **C. RESEARCH METHOD**

Researchers used a qualitative paradigm with a case study approach. This is based on a qualitative perspective, namely focusing on the description, exploitation, and disclosure of phenomena, events, and behavior in natural settings. Case studies are one of the approaches in the qualitative research paradigm. One characteristic of the case study approach is to conduct a descriptive and exploratory analysis of a person or individuals, groups, or ongoing events. In this context the research focus is on the learning activities of the Workshop on Implementation of Academic Supervision for PAI teachers with the In-Service Training 1 (in), On The Job Learning (on), In-Service Training 2 (in) activity model.

This workshop activity is based on the Teacher Working Group (KKG) as a teacher base camp as participants, are required to study academic supervision material independently, then prepare themselves for the implementation of academic supervision carried out by the school principal, follow up on it to improve the learning carried out. Furthermore, the pattern of implementation of this activity is flexible, with critical, innovative, creative thinking strategies and examines several models of good supervision (best practice), brainstorming or think and share, discussions (training methods by solving problems faced, be it two or more people who expressed his arguments to strengthen his opinion.

Researchers used observation, interview, and documentation methods to obtain research data. Respondents in this study totaled 42 people. They were PAI teachers. The sample selection was carried out by purposive sampling, namely teachers with master's degrees five people. Interviews were conducted face-to-face and spent 10-15 minutes for each respondent. Researchers used in-depth interviews to gather information according to research objectives. Research activities were carried out from June to November 2022/2023 academic year.

#### **D. RESULT AND DISCUSSIONS**

Academic supervision activities contribute positively to increasing the professionalism of Islamic Religious Education teachers.

*We feel that there has been a change in simple language, and there has been added knowledge and new enthusiasm as well as suggestions or input related to teacher performance. So basically positive because it controls and leads to improving the quality of learning.*

The data above showed that educational policy in this context is the implementation of academic supervision which is still relevant or needed in the world of education. Education supervisors are required to make comprehensive and sustainable mapping, planning, implementation, and evaluation so that it is hoped that they can create a quality learning climate and produce students who are smart and have noble characters.

To increase teachers' knowledge of the academic supervision of PAI SD teachers in Banjar Regency, South Kalimantan, learning activities are carried out using the In-Service Training 1 (in) activity model, namely: the facilitator opens the lesson and conveys the learning scenario in general, starting with the flow of learning activities, signs -signs and exposure to follow-up activities. The facilitator conveys the initial competency material and the concept of planning, implementation, follow-up, and supervision reporting. Participants carry out brainstorming or think and share about the basic concepts of academic supervision regarding the understanding, goals, principles, planning, implementation, follow-up, and reports of supervision in schools.

Regarding Academic Supervision Planning, participants jointly understand the material presented by the facilitator and then they are asked to identify the academic supervision plan following the expected goals. Formulate goals, arrange academic supervision schedules, and develop academic supervision instruments.

The next activity is Carrying out Academic Supervision at school. After reading the reading material, the participants are presented with a video of the implementation of

academic supervision and then observe it. If you have difficulty understanding the video, you can play a role in a group of at least 3 people and a maximum of 5 people, with details of 1 person acting as head of the madrasa, 1 person acting as teacher, and the rest as students. Learning scenario, a teacher prepares and plans to learn, the principal observes what the teacher does, then the madrasa head fills out the supervision instrument. After monitoring through observing learning in the classroom, then the madrasah head composes questions to solicit teacher responses regarding academic supervision, starting from the learning process following the lesson plans, achievement of learning objectives, student difficulties, teacher difficulties, identification of learning problems, alternatives to overcoming difficulties including the next learning improvement plan is to carry out Academic Supervision Follow-up, namely: analyzing the results of academic supervision, preparing follow-up plans for academic supervision, and compiling academic supervision report documents.

T-the-job learning activities are learning in the field in real work situations. Done at one of the schools that have been determined or at the school itself. The activities carried out are as follows: participants can review the description of the material independently and carry out learning activities in the madrasa based on the learning plan, worksheets, and assessment instruments that have been prepared for In Service Learning activities 1. Make note sheets during the implementation of On The Job Learning as material for reflection on In-Service Training 2 activities or opportunities as data on the results of School Action Research (PTS) as the realization of Sustainable Professional Development (PKB) scientific activities. All results of authentic evidence of participant activities are attached as proof of reports on completing On The Job Learning assignments at school.

*Teachers find it helpful if there are activities that are guiding, guiding, and providing suggestions and criticisms so that there is an increase in knowledge which was initially guesswork. For supervision activities like this, we go straight to practice so we understand.*

The data above was the result of an interview with one of the respondents in the Workshop on the Implementation of Academic Supervision for PAI Teachers conducted by students of the Doctoral Program at the Islamic Nusantara University (UNINUS) Bandung in the Teacher Working Group (KKG) for PAI Elementary Schools, Banjar Regency, South Kalimantan with the pattern In-On-In, and this activity is carried out face to face with the facilitator and colleagues to report and discuss the results of on activities. Direct the discussion on reflection for improvement and further program development. Te

results of PTS activity data may be presented as material for discussion in this activity to enrich the realization of the principal's scientific activities.

The teacher is very important in this academic supervision. Among those that should be of concern are PAI teachers in schools so their knowledge and professional abilities need to be improved in carrying out their teaching duties better by applying their knowledge and skills, and having serious attention (commitment) to their duties and responsibilities as teachers.

Related to the above, at the time of observation and preliminary interviews it was found that there were still PAI teachers in schools who did not fully understand Academic Supervision, both the meaning, goals, principles, and implementation of academic supervision. A concrete example is when one of the PAI teachers at school was asked for his opinion about the purpose of implementing academic supervision, he stated that the academic supervision activities carried out by the school principal and supervisors are a form of supervision that tends to look for teacher shortages and teachers feel burdened when carrying out these supervision activities. The principal supervises the performance of the teacher and considers the teacher as his subordinate. Assumptions like this need to be straightened out because one of the goals of implementing academic supervision is to help teachers improve their professional abilities, which include academic knowledge, class management, and learning process skills, and can use all of these abilities to provide quality learning experiences for students.

The principal of the school is obliged to supervise. But in fact, based on the author's experience, teachers are afraid of being supervised because they feel they are being watched if they are supervised. It is not uncommon to become a serious problem when the school principal supervises. After searching, this happens because of a misunderstanding in interpreting supervision.

It is not uncommon for teachers to feel embarrassed and even feel pressured when the principal supervises them. This was proven when the approach was carried out, it turned out that there was a bitter experience for teachers who felt cornered when the principal asked which administration and learning programs were because teachers rarely made them. Especially when it comes to supervising class visits, it's amazing. Just when the visit schedule was distributed, there was already anxiety among the teachers. Anxiety as expressed, perhaps occurs because they do not yet or do not understand the true meaning, essence, function, and purpose of supervision, so they feel burdened when supervision is carried out, such as being supervised. This may be because in the past there were supervisors who had not explained the meaning of supervision. Problems and anxiety due

to the supervision of the school principal result in the school principal rarely not even carrying out supervision properly. Supervisors rarely or have not supervised as they should. Most teachers and principals, even supervisors, may also not understand well the benefits of supervision, so they don't have awareness of the importance of supervision.

## **E. CONCLUSION**

Implementation of academic supervision is a concrete form of education policy carried out by the state in the form of educational institutions. Academic supervision activities are carried out by teachers with the status of educational supervisors. One of the goals of educational supervision is to improve the quality of learning carried out by teachers so it is hoped that there will be an improvement in the quality of education.

Follow-up academic supervision is an important step in academic supervision activities. Academic supervision activities without follow-up do not have a significant impact on improving the learning process because follow-up academic supervision is related to evaluating the results of the supervision itself. Evaluation of the results of supervision refers to the activities of processing, analyzing, interpreting, and concluding from the instruments of collecting data from observations in class. Evaluation material is focused on achieving the supervision implementation plan, both in terms of supervision focus, goals, objectives, implementation time, supervision techniques, media, including supervision instruments, and success criteria.

Academic supervision is carried out systematically, objectively, and factually can improve the quality of learning in schools. In other words, supervision activities play an important role in the world of education. Teachers who are the object of supervision receive knowledge and advice from supervisors related to their duties as professional educators. The teacher concerned realizes that there needs to be positive and constructive suggestions and criticism to create a quality learning climate.

The implementation of academic supervision is highly dependent on the approaches and techniques used. In the implementation of individual technical academic supervision of the type of observation and class visits, the implementation of supervision is carried out in three stages, namely pre-observation, observation, and post-observation. Pre-observation is an action in the form of prior observation, the teacher who will be supervised feels comfortable and ready to be supervised. The form of pre-observation activities is usually in the form of discussions which are also used to supervise lesson plans.

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