

The Acceleration of Academic Supervision of Madrasa Principals in Improving the Quality of Learning

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ABSTRACT

This study aims to analyze the acceleration of academic supervision of madrasa principals in improving the quality of learning at several Madrasah Ibtidaiyah Negeri (MIN) in Aceh Jaya Regency. This study uses a qualitative approach with a phenomenological type to understand the meaning behind the acceleration of the madrasa principal academic supervision in the learning process. Methods of collecting data were carried out through observation, interviews, questionnaires and document studies. The data analysis technique uses data triangulation theory by utilizing data sources from document studies, observations, interviews and questionnaires related to the acceleration of the madrasa principal academic supervision and the quality of learning. The results showed that: 1) the form of the acceleration of the madrasa principal academic supervision at MIN in Aceh Jaya Regency was carried out individually and in groups. 2) the acceleration of academic supervision has not been carried out properly by the madrasa principals, starting from the planning stage of the academic supervision program to the stage of implementing academic supervision, and the stages of evaluating and following up on the results of supervision. 3) the quality of learning carried out by classroom teachers has been classified as good, this can be seen from the aspect of readiness and seriousness in preparing learning tools, implementing learning activities and evaluating / assessing learning activities. The implication of less optimal acceleration of academic supervision can result in less optimal quality of learning processes and outcomes. These findings can be recommended to the head of the Regency/City Ministry of Religious Affairs Office and madrasa supervisors to carry out programmatic guidance and training for madrasa principals on the implementation of academic supervision in madrasah.

Keywords: Acceleration; Academic Supervision Of The Head Of Madrasa; Quality Of Learning

A. INTRODUCTION

In the industrial revolution era 4.0, the first and foremost consideration for users of educational services (consumers) in determining children's education choices is the quality of education unit services (Sarifudin, 2019). The quality of the education unit service is factually visible from the effectiveness of the teaching and learning proces and academic and non-academic achievements achieved by students. The service quality of the education unit is one of the factors influenced by the competence of the madrasa principal in carrying out the main tasks and functions of academic supervision to teachers. (Lumban Gaol & Siburian, 2018). The main task of academic supervision of madrasa principals is carried out by guiding, fostering and assisting professional teacher in improving the quality of the learning process (Imron, 2022).

The head of the madrasa as a supervisor has the obligation to supervise the activities of the learning process (Sarifudin, 2019). The obligation to supervise the learning process is not intermittent, sudden and part-time, but is carried out in a planned, structured, and programmed manner in accordance with applicable procedures (Wahyudi, 2012). The implementation of planned and programmed learning supervision can guarantee the quality of the learning process and results (Arikunto, 2004), (Dewi, 2019). The quality of the learning process and outcomes is a form of teacher responsibility for the tasks assigned to him (Bahiroh & Hariyati, 2020), (Kusnandi, 2020).

Academic supervision is carried out in the form of guidance and coaching to teachers in order to improve the quality of the learning process and outcomes (Novianti, n.d.). The implementation of academic supervision is the alignment of the professional development program process and teacher professionalism attitude (Handayani, n.d.). Supervising the learning process is an attempt to improve the ability of teachers to manage teaching and learning process activities effectively and efficiently and to build motivation, discipline, commitment and teacher responsibility in improving the quality of the learning process and outcomes.

The learning process will run effectively, if the learning practice is always supervised, seen, monitored, assessed and directed by the head of the madrasa. It is said that teacher, in carrying out the learning proces, require development and change towards more innovative ones in order to produce quality learning processes and outcomes (Novianti, n.d.). For this

reason, the active role of the madrasa principal as a supervisor is very crucial in providing assistance to teachers, through the implementation of academic supervision programs in madrasah.

The acceleration of the madrasa principal academic supervision is associated to the duties of the madrasa principal as a supervisor in planning academic supervision programs, implementing academic supervision programs, utilizing the results of academic supervision to improve teacher performance and developing superior and competitive madrasah in the world of education (Kemendikbud, 2011). First, the acceleration of the planning of academic supervision work programs is created to serve as guidelines in the implementation of academic supervision. Second, the acceleration of the implementation of the academic supervision program through the supervision of class visits is carried out as an attempt to improve and elevate the quality of learning. Third, the acceleration of evaluation and follow-up of the results of the supervision of class visits is carried out as an effort to find solutions to improve and elevate the quality of learning.

Previous research related to the acceleration of madrasa principals' academic supervision in improving the quality of learning has been studied by Wismoyo Sandi Nugroho (2021) showing the results that the implementation of madrasa principals' academic supervision is quite good at the planning stage of the academic supervision program, while at the stage of implementing academic supervision activities and evaluating and the follow-up of the results of supervision of class visits has not been maximally carried out by the head of the madrasa (Sandi Nugroho, 2021). Furthermore, it has been studied by Dedy Mustafid, et al, (2016) showing the results that 1) the preparation of the academic supervision program has not been prepared according to the problems faced by teachers in the learning process and teacher needs, 2) the implementation of academic supervision in accordance with the program has been prepared using supervision techniques individually and in groups, and 3) evaluation and follow-up of the results of supervision have not met the standards and have not given the appreciation to teachers who have met the standards (Mustafid & Ibrahim, n.d.). Wiwin Wahyuningsih and Sofyan Anif (2016) have researched the results: 1) the supervision planning process contains the formation of a supervision schedule and supervision assessment instruments carried out by the school principal and the vice head of the curriculum, 2) the implementation of academic supervision is carried out by preparing

supervisory supporting documents and followed by classroom observation by the supervisor, 3) the supervisory feedback process is carried out by evaluating the academic supervision and providing solutions to overcome obstacles experienced by teachers in learning and 4) follow-up supervision is carried out by supervisors on teachers continuously as well as providing opportunities for teachers to take part in training activities to improve abilities in learning (Wahyuningsih & Anif, 2016).

Based on the results of these previous studies, what distinguishes this research from previous research is associated to the focus of problems related to the form of the acceleration of madrasa principals academic supervision in improving the quality of learning, and the implementation of the acceleration of madrasa principals academic supervision in improving the quality of learning and the quality of learning carried out by classroom teachers. The acceleration of madrasa principals academic supervision is carried out as a form of action plan movement in improving professional abilities and skills and teacher professionalism attitudes.

B. RESEARCH METHODS

This study uses a qualitative approach with the type of phenomenology, where this researcher seeks to understand the meaning behind the phenomena that occur in the field related to the acceleration of madrasa principals academic supervision leadership (Creswell, 2010). The role of the researcher in this study is to try to understand and examine in depth how the acceleration of the madrasa principals academic supervision is conducted in improving the quality of learning at *MIN* in Aceh Jaya Regency.

Data collection methods are carried out through observation, interviews, questionnaires, and document studies (Creswell, 2010). The data analysis technique uses data triangulation theory by utilizing various data sources such as: documents, archives, results of observations and interviews and results of questionnaires related to the acceleration of academic supervision of madrasa principals in improving the quality of learning (Sugiono, 2015). All data were tested through triangulation to produce accurate data validity, so that conclusions were right on target and in accordance with the focus of the research discussed.

This research was conducted for 4 (four) months, from May to September 2022 at *MIN* in Aceh Jaya Regency. The research subjects included: 10 *MIN* heads and 20 classroom

teachers at *MIN* in Aceh Jaya Regency. The data sought in this study include: a) the acceleration form of madrasa principals academic supervision in improving the quality of learning, b) the implementation of the acceleration of madrasa principals academic supervision in improving the quality of learning and c) the quality of learning carried out in the class.

C. RESULTS AND DISCUSSION

1. The Acceleration Form of Academic Supervision of Madrasah Heads in Improving the Quality of Learning

Based on the results of document studies, observations and interviews with 10 madrasa principals at *MIN* in Aceh Jaya Regency, it shows that the acceleration form of academic supervision carried out by madrasa principals is a form of individual academic supervision and group academic supervision. The acceleration form of individual academic supervision carried out by the head of the madrasa, includes: 1) carrying out private conversations (sharing) in providing instructions, advice and brainstorming in solving teachers' personal problems related to learning, 2) carrying out inter-visits between madrasa principals with teachers so that intimacy, solidarity and struggle can be established in overcoming life's difficulties and obstacles in carrying out their duties as a teacher, and 3) conducting class visits or class observations to see how teachers teach, either directly or indirectly. While the acceleration form of group academic supervision carried out by the head of the madrasa includes: 1) holding meetings with the teacher council to discuss how to solve problems faced by teachers, and 2) carrying out studies between groups of teachers through the *Musyawaharah Guru Mata Pelajaran (MGMP)*.

The head of the madrasa as a supervisor is deemed necessary to design various academic supervision activities, both activities in the form of individual academic supervision and group academic supervision (Bahiroh & Hariyati, 2020). Since to this time, activities in the form of individual and group academic supervision carried out by the head of *MIN* in Aceh Jaya Regency are still limited to the scope of routine work and have not showed any innovations that can accelerate the quality of the learning process and outcomes. The head of the madrasa must construct a variety of academic supervision activities individually and in group in order to develop the motivation to work of teachers to be creative and active in

teaching, educating and guiding students in madrasah (Nurohiman, 2016), (Nuryani et al., 2022).

The forms of individual academic supervision that need to be accelerated include: 1) self-assessment, it means the teachers can technically assess their own abilities in the learning process, in order to obtain objective data from the teachers themselves, 2) select the source of material taught by the teacher before the learning process takes place, 3) constructive, it means motivating teachers to develop creativity and innovation in improving the learning process, and 4) humanist, it means building the ability of teachers to create harmonious, open, honest and trustworthy human relations. The acceleration form is that the head of the madrasa can obtain valid data in evaluating teachers in the learning process. For teachers, they can reflect on their own abilities and skills in teaching at madrasah (Siahaan et al., 2021).

While the form of group academic supervision needs to be accelerated including: 1) seminars related to the learning process, 2) academic supervision bulletins as a means of sharing experiences in improving learning abilities, 3) teaching demonstrations to find effective and productive teaching techniques, 4) functional position libraries teachers to enrich the knowledge and experience of teachers in the development of their professional positions, and 5) comparative studies to more advanced schools in the hope of fostering creativity and new innovations in the learning process. This form of acceleration can motivate teachers to improve their ability and skills in teaching (Maneh & Harun, n.d.). Teachers who consistently cultivate creativity and new innovations will make it easier for them to increase work productivity in the learning process (Herman & Ibrahim, 2021).

The acceleration forms of academic supervision of madrasa principals as a form of guaranteeing the quality of the process and results of the implementation of academic supervision itself (Nasrin, 2021). Adding the acceleration forms of the madrasa principal academic supervision activities must be carried out continuously and consistently so that the quality of the learning process and outcomes developed by the teacher does not stagnate. The quality of the learning process and results carried out by the teacher is largely determined by the ability of the madrasa principal in designing and formulating forms of academic supervision activities in guiding and fostering teachers in improving the quality of learning processes and outcomes (Herman, 2021).

2. The Acceleration of the Implementation of Academic Supervision of Madrasah Heads in Improving the Quality of Learning

a. The Acceleration of Academic Supervision Planning

The head of the madrasa as the planner of the academic supervision program is expected to follow the steps of planning a comprehensive education program in planning the academic supervision program. The steps for planning an academic supervision program include: 1) determining and formulating the goals to be achieved, 2) identifying the problems or work to be carried out, 3) collecting the necessary data and information, 4) determining the stages of activities to be carried out, and 5) formulating how to solve problems and the stages of work to be carried out (Nuryasin & Mitrohardjono, 2019). In the preparation of planning for the academic supervision program, the teacher must consistently follow these steps in order to facilitate the implementation of the preparation of the academic supervision program for teachers in improving the quality of the learning process and results.

Academic supervision planning activities as a form of creating or designing patterns or frameworks of academic supervision work are served as guidelines in carrying out academic supervision activities for teachers. Academic supervision planning activities are directed at determining the goals or targets to be achieved and determining the paths and resources needed to achieve optimal results in developing teacher professionalism (Maneh & Harun, n.d.). Strategic planning can help the principal as a supervisor in carrying out the task of guiding, fostering and assisting teachers in improving the quality of their learning (M. Ngalim Purwanto, 2010), (Munawar, 2019).

The heads of madrasah at *MIN* in Aceh Jaya Regency really need to accelerate the planning of academic supervision programs, which include: 1) in the meeting, it is necessary to involve the *PAI* supervisor and madrasa supervisor as well as the head of madrasa education at the Ministry of Religious Affairs of Aceh Jaya Regency office, and 2) the material discussed in a meeting, it is necessary to add a work contract between the head of the madrasa and the supervised teacher. All of this is done to speed up the planning of the academic supervision program that has been compiled and can actually be used as a guideline to improve the quality of the learning process.

The acceleration of academic supervision programs planning can be carried out properly if the head of the madrasa understands the duties of the supervisor. The principal's task as a

supervisor is to plan academic supervision programs, implement academic supervision programs, utilize the results of academic supervision to improve teacher performance and develop superior and competitive madrasah in the world of education (Kemendikbud, 2011). The preparation of academic supervision program planning is one of the duties of the madrasa principal that must be carried out carefully and comprehensively in order to make it easier to improve the quality of learning carried out by teachers in madrasah.

b. The Acceleration of Academic Supervision Program Implementation

The head of the madrasa in carrying out the academic supervision program should not take it easily and lightly, instead they must be serious prior to and subsequent to carrying out the supervision of class visits (Siahaan et al., 2021). Before carrying out the class visit supervisions, it is necessary to build harmonious communication with the supervised teachers in order to build intimacy and motivation for teachers to accept and participate in a series of supervision activities for class visits. At the time of supervising class visits, the teacher must be able to create a peaceful and pleasant atmosphere so that they are not distracted from their concentration in demonstrating the learning process. After the class visit supervision process takes place, the heads of the madrasa, together with the teacher, look for and explore the strengths and weaknesses of the teacher in the learning process in order to improve and elevate the quality of the learning process and results (Herman & Idris, 2020), (Takhlishi, 2018a).

Referring to the research findings, it is very necessary to accelerate the implementation of academic supervision in improving the quality of learning, including: 1) every meeting or discussion with teachers must socialize the aspects assessed in the supervision of class visits, 2) have mutual awareness between the madrasa principal and the teachers in carrying out supervision of class visits, and periodic supervision from the supervisor and the head of the Regency/City Ministry of Religious Affairs Office on the implementation of supervision of class visits carried out by the head of the madrasa.

The acceleration of the implementation of academic supervision that is carried out wholeheartedly can be done properly with the duties of the madrasa principal as a supervisor in an attempt to improve the quality of the learning process and results (Chudzaifah, 2020). Academic supervision carried out by the madrasa principal must be able to assist and help teachers in developing teaching abilities and skills as well as fostering teacher motivation to

improve the quality of learning processes and outcomes. The higher the frequency with which the headmaster helps and assists the teacher, the higher the quality of the teacher in improving the quality of the learning process and outcomes in the madrasa.

c. The Acceleration of evaluation and follow-up of the results of class visit supervisions

Theoretically, the success of the process of implementing the academic supervision program lies in the ability of the madrasa principal to evaluate which can provide feedback in the form of an overview of success and failure in achieving quality learning goals (Suryani, 2015). The evaluation of the academic supervision program is carried out to measure the extent to which the class visit supervision program is related to learning (Munawar, 2019). Evaluation of the results of class visit supervisions must be followed up by the head of the madrasa to improve and accelerate the quality of learning.

The purpose of evaluating the results of class visit supervisions is 1) to find out the extent of the teacher in carrying out learning, 2) to know the weaknesses and strengths of the teacher concerned, and 3) to assess the teacher to determine the extent to which teachers can carry out tasks in the field of learning (Alhusna et al., 2021). Evaluation of the results of class visit supervision, it is not only aimed to know the quality of the learning process and outcomes carried out by teachers in the classroom, but also to evaluate the implementation of supervision visits carried out by the head of the madrasa in the learning process so that the results of the evaluation of class visits get valid and procedural data (Takhlishi, 2018).

Referring to these findings, it is very necessary to accelerate the evaluation and follow-up of the results of the class visit supervisions, including: 1) forming a team to accelerate the evaluation and follow-up of the results of the class visit observation, 2) arranging a special schedule for the acceleration of evaluation and follow-up of the results of class visit supervisions, and 3) making an agreement with the principals of the madrasah with the supervised teachers to carry out an offer of solutions to accelerate and improve the quality of learning.

The acceleration of the evaluation and follow-up of the class visit supervision results must ensure that they are followed up. The results of the evaluation of class visit supervisions are reviewed for discussion so that there are solutions offered to be followed up by the supervised teacher (Purwanto, 2010:34). The head of the madrasa, together with the deputy head and teachers, must form a team to accelerate the evaluation and follow up on the results

of the class visit observations. The team's task is to arrange a schedule for the evaluation and follow-up of the results of the class visit supervisions (Nuryani et al., 2022).

3. The Learning Quality Performed by The Classroom Teacher

Based on the results of data processing, it can be explained that the quality of learning carried out by classroom teachers at *MIN* in Aceh Jaya Regency has been classified as good. This is measured from the aspect of readiness and seriousness of classroom teachers in preparing learning tools, an average of 80% is good, the implementation of learning with an average of 73% has been carried out according to applicable regulations and the implementation of learning evaluations / assessors with an average of 79% is good. These results are measured from the aspect of preparing learning tools starting from the preparation of learning programs, syllabus, learning implementation plans, teaching material scripts, learning media and learning assessment/evaluation tools. Then the classroom teachers have carried out the lesson well, starting from opening the lesson, demonstrating the lesson, evaluating the lesson and closing the lesson. Likewise, in evaluating learning, posttest and pretest have been carried out properly to measure the success of students in the learning process.

In carrying out learning activities, classroom teachers must already have a sense of responsibility in an effort to increase the effectiveness of the learning process (Alhusna et al., 2021). Classroom teachers without being supervised by the madrasa principal already have a high responsibility to ensure the learning process in the classroom goes well (Stronge, 2008). Classroom teachers are fully aware that the task of teaching, educating and guiding students is a mandate that must be carried out with a full sense of responsibility (Widodo, n.d. 2019).

The quality of the learning process is strongly influenced by the availability of teachers in receiving direction, guidance, and supervision and is supported by the participation of students in all activities in the madrasa. Then there is a good relationship between the principal of the madrasa with teachers and students (Alhusna et al., 2021). The role of the teacher in creating quality learning greatly determines the quality of academic and non-academic achievements of students in madrasah.

D. CONCLUSION

Based on the research findings, it can be concluded that the acceleration of the madrasa principal academic supervision in improving the quality of learning is as follows: 1) the form of acceleration of the madrasa principals academic supervision at *MIN* in Aceh Jaya Regency, namely a) the form of individual acceleration carried out activities in the form of private conversations (sharing), inter-visit, and class visits directly and indirectly, and b) the form of group acceleration carried out activities in the form of meetings with the teacher council, and studies between groups of teachers through the *Musyawahar Guru Mata Pelajaran (MGMP)*. 2) the acceleration of the academic supervision implementation of madrasa heads at *MIN* in Aceh Jaya Regency has carried out three stages of implementing academic supervision, but it has not been optimally implemented. At the planning stage of the academic supervision program, there has not been a specific meeting agenda with the deputy head, classroom teachers, subject teachers and madrasa committee, the principals have not clarified the problems faced by teachers, and discussed the supervised aspects and have not set a schedule for supervising class visits, and have not planned improvements for the quality of the learning process. At the stage of implementing academic supervision, there has not been a common perception regarding the aspects being supervised, and the class visits have not focused on the learning process and have not properly recorded the results of the class visit supervisions. In the evaluation and follow-up stages, the results of the supervision of class visits have not been recapitulated and reviewed the results of class visits, have not found the strengths and weaknesses of the learning process and have not formulated a solution for improvement plans and improvements in the quality of learning. 3) the quality of learning carried out by classroom teachers at *MIN* in Aceh Jaya Regency has been classified as good, this can be seen from the aspect of readiness and seriousness in preparing learning tools, implementing and evaluating / assessing learning activities.

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