

Educational Supervision in an Integrated Islamic Boarding School: Practices, Structural Barriers, and Pathways Toward Teacher Professional Development

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Keywords:	Abstract
Implementation, Supervision, Education	<i>Educational supervision at Ar-Rohmah aims to guarantee and ensure the quality of teacher performance and the implementation of academic, memorization, and extracurricular programs in accordance with established standards. Supervision is conducted through structured procedures, including classroom observations, interviews, unannounced classroom visits, completion of supervision assessment instruments, and evaluation of results documented in the form of videos, photos, and written reports. Supervision also provides opportunities for teachers to consult regarding challenges and difficulties in learning as well as other supporting facilities and resources. The approach used is qualitative, involving interviews, classroom observations, and document analysis using thematic analysis techniques. Findings from the study indicate that the implementation of supervision is not yet optimal because there are no expert supervisors who specialize in the specific fields of the teachers being supervised; consequently, the objectivity of the assessment remains suboptimal, and technical feedback is not sufficiently specific. As a result, improvements in the quality of learning have been less than optimal, and some teachers are still teaching outside their areas of expertise. Nevertheless, supervision continues to be carried out and helps teachers identify shortcomings in their teaching, improve their teaching methods, and enhance innovation in the classroom. Subsequent professional development programs, including regular teacher training, mentoring, and oral and written evaluations, serve as supporting measures implemented by the school. This study emphasises the need to increase the number of supervisors who are experts in their fields, improve the competence of supervisors, and strengthen evaluation mechanisms so that supervision can be conducted objectively and effectively in improving the quality of teachers and learning.</i>
Kata Kunci: Implementasi, Supervisi, Pendidikan	Supervisi Pendidikan di Ar-Rohmah memiliki tujuan untuk menjamin dan memastikan mutu kinerja guru dan keterlaksanaan program akademik, tahfidz, serta ekstrakurikuler sesuai standar yang ditetapkan. Supervisi dilakukan melalui prosedur yang terstruktur, meliputi observasi kelas, wawancara,

kunjungan kelas secara mendadak, pengisian instrument penilaian supervisi, dan evaluasi hasil yang didokumentasikan dalam bentuk video, foto, serta laporan tertulis. Supervisi juga memberikan kesempatan konsultasi bagi guru terkait kendala dan kesulitan pembelajaran sarana dan fasilitas pendukung lainnya. Pendekatan yang digunakan adalah kualitatif melalui wawancara, observasi kelas, dan menganalisis dokumen dengan teknik analisis tematik. Temuan dari penelitian menunjukkan implementasi supervisi belum optimal karena belum adanya supervisor ahli belum sesuai bidang masing masing guru yang disupervisi, sehingga objektivitas penilaian masih belum optimal dan umpan balik teknis kurang spesifik. Dampaknya perbaikan kualitas pembelajaran kurang maksimal dan beberapa guru masih mengajar di luar bidang keahliannya, meskipun demikian, supervisi tetap dilaksanakan dan membantu guru untuk mengidentifikasi kekurangan dalam pembelajaran, memperbaiki metode dalam mengajar, dan meningkatkan inovasi dalam pembelajaran. Program pembinaan selanjutnya berupa upgrading guru rutin, mentoring, serta evaluasi lisan dan tertulis menjadi langkah pendukung yang dilaksanakan sekolah. Penelitian ini menegaskan memerlukan penambahan supervisor yang ahli dalam bidangnya, meningkatkan kompetensi supervisor, serta menguatkan mekanisme evaluasi agar supervisi dapat berjalan secara objektif, efektif dalam meningkatkan kualitas guru dan pembelajaran.

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1. Introduction

Education is the cornerstone of a nation's human resource development. In today's rapidly evolving modern era, the quality of education determines a country's competitiveness on the global stage (Akdere & Egan, 2020; Mushtaq et al., 2022). However, the reality on the ground shows that the learning process in schools still faces various challenges that hinder the achievement of national educational goals (Aroonsrimarakot et al., 2022; Hanaysha et al., 2023). Many teachers do not yet fully possess the necessary competencies to manage teaching and learning activities optimally. Some teachers still rely on conventional methods, are not adequately prepared with instructional materials, and are unable to serve as effective facilitators for students (Bhardwaj et al., 2025). This situation is exacerbated by the limited infrastructure and resources available in schools. Yet, teachers occupy a strategic position as key actors in ensuring educational success. Without systematic supervision and guidance mechanisms, improving teacher quality and the quality of learning is difficult to achieve. Therefore, a structured and effective supervision system is needed to ensure that every teacher is able to carry out their duties professionally in order to achieve quality educational goals.

Educational supervision has become an important area of study in the field of educational management. Etymologically, the term "supervision" derives from the words "super" and "vision," meaning to observe or evaluate comprehensively from a higher vantage point (Addini et al., 2022). In an educational context,

academic supervision is defined as a series of activities aimed at facilitating teachers in enhancing their competence in managing the teaching and learning process to achieve learning objectives (Apriliana et al., 2024). According to Glickman, the essence of academic supervision is not merely to evaluate teachers' performance but to help them continuously improve their professionalism. Educational supervision is generally divided into two complementary fields: managerial supervision and academic supervision (Yurnita et al., 2025). Managerial supervision covers non-academic aspects such as the management of facilities, finances, and human resources, while academic supervision focuses directly on improving the quality of the learning process in the classroom. Both areas play equally important roles in creating a conducive and high-quality educational environment.

The implementation of educational supervision is inseparable from the central role of the school principal as the primary supervisor. The school principal is responsible for providing encouragement, guidance, and opportunities for teachers to develop their skills, ranging from designing changes in teaching practices and selecting more effective teaching methods to conducting systematic evaluations of each stage of the teaching-learning process (Alvionita et al., 2024). A good supervisor is expected to possess at least five core competencies: personal, managerial, entrepreneurial, supervisory, and social competencies, complemented by pedagogical and professional competencies (Kusumawati et al., 2020). However, the implementation of supervision in the field still faces serious challenges. Supervision is often designed with an approach that is intimidating to teachers, where supervisors tend to nitpick and focus too much on administrative aspects alone, causing teachers to feel anxious and making academic supervision less effective (Septiana, 2023). This situation highlights the need for a deeper understanding of the principles and appropriate techniques of supervision so that its implementation can truly contribute to enhancing teachers' professionalism.

Research on educational supervision has been conducted extensively in the past, but most studies still focus on supervision in general or examine only one of its dimensions in isolation. Previous research has also primarily addressed supervision in large-scale formal educational institutions under ideal conditions, and thus has not fully addressed the issues faced by schools with limited resources. The novelty of this study lies in its comprehensive examination of the integrated implementation of academic and managerial supervision within a specific context that has not been extensively studied before, while simultaneously considering factors such as infrastructure conditions, supervisor competencies, and their impact on teacher performance. This approach is expected to provide a more complete and contextual picture of the effectiveness of educational supervision as an instrument for improving the quality of learning.

This study aims to analyse the implementation of educational supervision in efforts to improve teachers' competencies and performance. Specifically, this study aims to describe the academic supervision techniques applied by school principals, identify the obstacles encountered in the implementation of supervision, and explain the impact of supervision on teachers' professionalism and the quality of the learning process. Through these objectives, this study is expected to contribute practical recommendations for school principals and education policymakers in designing and implementing supervision programs that are more effective, constructive, and supportive of teachers' continuous professional development.

2. Methods

This study employs a descriptive qualitative approach to analyse the impact of implementing educational supervision techniques at PPIP (*Pondok Pesantren Islam Putri*) Ar-Rohmah Ngawi, on the grounds that supervision is a complex social process that cannot be adequately captured through numerical measurements (Sugiyono, 2015). The research was conducted on November 19–25, 2025, with participants selected through purposive sampling, consisting of the school principal, the vice principal for curriculum, and the teachers being supervised. Data collection was carried out using three techniques: non-participatory observation using a structured observation guide; semi-structured interviews with guides tailored to each participant; and a document study using a document review sheet containing supervision schedules, assessment instruments, and records of supervision results.

Data analysis followed the interactive model proposed by Miles and Huberman, comprising four stages: data reduction, thematic grouping, descriptive narrative presentation, and drawing conclusions (Miles et al., 2014). Thematic analysis was chosen because it allows for the identification of meaningful patterns from various heterogeneous data sources in a holistic and systematic manner (Evertsen & Brevik, 2024). Data validity is ensured through four tests: credibility via source triangulation and member checking; transferability through detailed and transparent reporting; dependability through comprehensive documentation of the research process; and confirmability by explicitly linking findings to the underlying data.

3. Result and Discussion

The results of the research from the implementation of education supervision at PPIP Ar-Rohmah were obtained through interviews with school principals, curriculum administrators and teachers, and supported by observation and documentation. The results were compiled based on the focus of the research, including supervision planning, supervision techniques, observation implementation, providing feedback, coaching follow-up, conformity with ideal supervision standards, and improvement efforts carried out by the school. All findings are presented as they are according to the data obtained by the researcher.

3.1. *Planning and Techniques for Supervision*

3.1.1 *Supervision Planning*

Supervision planning at PPIP Ar-Rohmah is structured and systematically scheduled, with implementation conducted twice annually and with the provision for increased frequency when superior programs require closer monitoring (Mizan, 2025). This structured approach is further reinforced through the practice of providing teachers with advance notification prior to supervisory visits, ensuring that educators are adequately prepared for the evaluation process (Azhar, 2025). From the perspective of supervised teachers, the planning dimension of supervision serves a meaningful professional development function, as it heightens teachers' awareness of their instructional limitations and fosters a reflective orientation toward pedagogical improvement (Ayu, 2025).

Theoretically, planning is conceptualised as the systematic process of identifying, organising, and regulating future activities to maximise the attainment of desired outcomes through the efficient allocation and management of available resources, in accordance with the foundational principles of educational supervision (Rohmah & Maunah, 2020). Within the context of educational

supervision, planning constitutes a critical preliminary stage that precedes the actual implementation of supervisory activities. A competent supervisor is expected to formulate a comprehensive and meticulous plan encompassing all aspects subject to supervision, thereby enabling the supervisory process to be conducted with greater objectivity, systematic rigor, and developmental intentionality in guiding and cultivating teachers' professional competencies during instructional activities. The supervision planning process is typically initiated when teachers or staff encounter professional challenges or demonstrate a need for instructional improvement, prompting the Principal, in the capacity of supervisor, to develop a targeted intervention plan. Subsequently, the Principal identifies the relevant personnel and categorizes them according to the most appropriate supervisory method, ensuring that guidance is tailored to the specific professional needs of each educator (Sergiovanni & Starratt, 2007).

The approach in educational supervision can be distinguished into several models, namely: a. Corrective, the focus of this approach is to find and correct mistakes or shortcomings made by teachers. This method is commonly applied to address pre-existing performance issues. Supervisors act as assessors who evaluate teacher performance and provide feedback for improvement. b. Preventive, this approach aims to prevent errors or deficiencies in teacher performance. Through training and guidance, supervisors function as facilitators and mentors to assist teachers in improving their performance and abilities. c. Constructively, this approach aims to improve teacher professionalism through constructive feedback and support. The goal is to help teachers reach their full potential and performance. The supervisor acts as a mentor who provides clear and actionable feedback as well as emotional support and motivation. d. Cooperative, this approach emphasises the importance of cooperation and collaboration between supervisors and teachers during the supervision process. Together, they set supervision goals, collect data, and analyse the results obtained. It aims to increase the teacher's sense of belonging and involvement in the supervision process. To be more innovative, this creative approach can generate new ideas in learning, encourage teachers to innovate and find new and effective learning methods. Supervisors act as facilitators who support teachers in exploring their creativity (Praise Rosianna Sinaga, 2024).

Plans for academic supervision are made by the vice-principal and teachers at the beginning of the year, before the start of the learning process. The purpose of making this plan for school principals is to assist teachers in regulating the process of learning and teaching activities. This includes planning, performing, and assessing students' learning outcomes. Before carrying out academic supervision, communication with teachers is very important (Zulfakar, Bukman Lian, 2020).

There are several important things that must be considered so that the supervision process runs well, namely: a. Create a supervision plan by setting clear goals. b. Conduct a needs analysis to identify which parts need to be improved in team member performance. c. Determine the right supervision schedule so that the sessions can be carried out properly. d. Ensure that supervision sessions run smoothly and efficiently. e. good communication between supervisors and employees is essential in planning supervision. f. Supervision planning also involves choosing the right methods to achieve goals. g. Choosing the right method in supervision planning is essential for goals to be achieved. h. Conduct a regular evaluation of the supervision process to find out if the methods used are effective and in accordance with the needs (Yoseptry et al., 2024).

Activity Planning. In planning activities, identifying problems is an important step. There are five aspects in planning supervision, namely a. The activity begins with data collection through visits to classrooms, individual meetings, or meetings, b. processing and improving the data that has been collected, c. classifying the data according to the type of problem, d. deducing about the purpose of the problem based on the existing situation, and e. choosing the right method to improve the professional abilities of the teachers (Apriliana et al., 2024).

3.1.2 Supervision Implementation Techniques

Mizan, as the principal, explained that the supervision techniques carried out at PPIP Ar-Rohmah include classroom observation, interviews, and direct visits. Observations are carried out on a scheduled basis or without notice in order to get a natural learning picture (Mizan, 2025). Azhar, as the Waka curriculum, reinforced that class visits are often carried out because they are able to see the reality of the teaching teacher and are also a means of assessing learning and student learning outcomes (Azhar, 2025). Ayu, as a supervised teacher, also informed that she usually receives supervision through class visits and interviews after learning, and feels that observation techniques help to understand aspects that need to be improved in learning (Ayu, 2025).

Approaches and methods of supervision so that supervision in schools runs smoothly, the principal, who plays the role of supervisor, must understand the basics of supervision before accompanying teachers in teaching activities. Without this knowledge, teachers may see supervision as an attempt to identify their mistakes. Therefore, supervisors must carry out supervision sincerely and follow proper methods and principles. Each type of approach in training supervision has its own characteristics. The supervisor can choose the most appropriate approach based on the situation.

Methods and Approaches in Supervision. To ensure that supervision in schools runs well, principals who function as supervisors need to have a strong knowledge of the meaning of supervision before providing information to teachers about the teaching process. If this understanding is not there, teachers may think that supervision is a way to find their faults. Therefore, supervisors must perform this task with full focus and follow the correct methods and principles. Each approach in training supervision has a unique nature. The supervisor can determine which method to use according to the circumstances in his school (Apriliana et al., 2024).

The supervision method is divided into two categories, namely (a) individual and (b) group. The individual approach is carried out by the educator alone, while the group approach emphasises cooperation in solving various problems.

- a) The individual supervision technique is a direct approach between a supervisor and a single teacher to assess and improve the quality of learning on a personal basis (Dermawan et al., 2025). This technique involves several forms of implementation. Classroom visits are conducted by the principal or supervisor to observe the learning process, either with prior notice or unannounced, in order to obtain authentic data on the teacher's teaching practices. Classroom observations are conducted in greater depth by focusing on teacher and student activities, the use of teaching materials, and students' responses to the content. Individual meetings serve as a forum for discussion

between the supervisor and the teacher to evaluate observation results, identify obstacles, and agree on constructive improvement steps. Cross-classroom visits allow teachers to share experiences and teaching methods with colleagues within the same institution. Self-assessment encourages teachers to independently reflect on their teaching practices, although in practice, this is not always easy to do objectively. The combination of these various individual techniques enable supervision to be comprehensive and centred on the specific needs of each teacher.

- b) Group supervision is an approach that involves more than one teacher simultaneously in order to enhance professional competence collectively. It can be implemented through various complementary activities. An initial meeting is used to orient new teachers to the school's culture and work environment, while regular faculty meetings serve as a forum for coordination between supervisors and all educators in evaluating task performance. The exchange of experiences among teachers, both senior and junior, serves as an organic learning mechanism that mutually enriches pedagogical insights. Additionally, workshops are designed to address real-world challenges faced by teachers through discussions, practical exercises, and collaborative research, thereby fostering changes in participants' knowledge, skills, and professional attitudes (Alvionita et al., 2024). Group discussions bring interdisciplinary perspectives from various experts to expand teachers' problem-solving abilities in learning contexts, while seminars provide broader conceptual insights through presentations by expert speakers from diverse viewpoints. Overall, group supervision techniques not only promote individual competency development but also foster a collaborative and reflective culture within the school environment.

In carrying out their duties, supervisors can adopt various supervisory styles that reflect different value orientations and relational approaches toward teachers. The autocratic style positions the supervisor as the sole authority figure who strictly oversees policy implementation, thereby placing all control in the supervisor's hands without allowing room for teacher participation. Conversely, the **laissez-faire** style grants Teachers full freedom without direction or guidance, which has the potential to lead to disorder in teaching practices. The coercive style imposes the supervisor's will on teachers without allowing for dialogue, criticism, or the expression of opinions, making it repressive and counterproductive to professional development. The training and guidance style emphasises the development of teachers' competencies through structured mentoring, although supervisors' tendency to doubt teachers' independence can hinder the growth of self-confidence. Meanwhile, the democratic style is viewed as the most conducive approach for continuous professional development, as it positions teachers as competent and responsible individuals, with responsibilities distributed proportionally between supervisors and teachers based on their respective expertise (Septiana, 2023).

3.2. Follow-up and Coaching

Follow-up after supervision at PPIP Ar-Rohmah is conducted through verbal and written feedback to the supervised teachers. The Principal emphasised that

follow-up can be strengthened through workshops, increased funding, improved understanding of supervision principles, and the provision of facilities and infrastructure, including the assignment of competent supervisors in each teacher's respective subject area (Mizan, 2025). The vice principal for curriculum added that teachers are given the opportunity to consult regarding learning difficulties and facility needs, while also proposing more regular and structured professional development (Azhar, 2025). However, from the teachers' perspective, the feedback received remains limited to aspects of lesson preparation, while direct mentoring is deemed suboptimal. Teachers hope for supervisors who are more proactive, communicative, and capable of providing constructive feedback (Ayu, 2025). This gap between policy and implementation calls for more systematic and sustainable mentoring mechanisms to ensure that supervision has a tangible impact on enhancing teachers' professionalism.

Based on the results of the evaluation, there was a meeting between the supervisor and the teacher to discuss the results of the assessment. In this meeting, they talked about the agreement that teachers need to follow to improve aspects of performance that are still considered lacking (Agustina et al., 2025). After all the supervision stages are completed, the next step is to carry out an evaluation to see what has been achieved, what has been implemented, and what is still unsuccessful. Various methods can be used to conduct evaluations, such as interviews, filling out questionnaires, and observing the teaching methods and behaviour of teachers (Dhiya Wirdatul Izzah, 2024)

Low teacher quality significantly undermines educational outcomes, stemming from multiple interconnected factors, including disciplinary mismatches between teaching assignments and academic qualifications, inadequate professional development programs, and inefficient recruitment processes (Meirisa, 2020). A particularly critical issue lies in teachers' performative compliance with supervision, wherein instructional preparation and classroom management improvements are undertaken solely in anticipation of supervisory visits rather than as sustained professional practice. This phenomenon reflects a fundamental misalignment between the evaluative function of supervision and its intended developmental purpose, ultimately compromising the integrity of the teaching and learning process. Addressing this challenge requires the implementation of systematic weekly supervision cycles, accompanied by regular competency-based training, periodic evaluations, and the deployment of a sufficient number of qualified supervisors capable of providing meaningful instructional guidance (Meirisa, 2020).

A comprehensive supervision evaluation framework serves as an essential mechanism for advancing educational quality across multiple dimensions. Through structured program evaluation, institutions can assess the degree to which supervisory implementation achieves its stated objectives, generate evidence-based recommendations for future educational development, and refine approaches to educator professional coaching (Rohmah & Maunah, 2020). Furthermore, such evaluations facilitate the strengthening of teaching and learning processes, illuminate the extent of community and parental engagement in school programs, and yield actionable recommendations for improving facilities and infrastructure management. These outcomes collectively underscore the imperative of aligning supervisory quality assurance with broader institutional improvement strategies, including the institutionalisation of the Teacher Competency Test as a standardised benchmark for measuring and enhancing teacher professionalism within the Indonesian educational context (Rohmah & Maunah, 2020).

4. Conclusion

Supervision at PPIP Ar-Rohmah has been carried out through classroom observation techniques, interviews, surprise visits and conducting feedback. This supervision helps teachers identify deficiencies in learning, improve teaching methods, and increase innovation. However, in its implementation, it is not completely ideal because there is no competent supervisor in the field of each teacher. So that the objectivity in the assessment and the quality of the feedback given are not optimal. As a result, the improvement in the quality of learning has not been fully achieved and some teachers are still teaching not according to their respective fields of expertise. To overcome this, it is necessary to add competent supervisors, by improving the ability of supervisors through gradual training, as well as strengthening the implementation of evaluation and follow-up. This step is very important so that supervision runs effectively in improving the quality of teachers' teaching methods and the quality of learning at PPIP Ar-Rohmah

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