

Academic Supervision in Improving the Quality of School Culture

Endah Utamingtyas¹, M. Syadeli Hanafi¹, Suherman¹

¹Universitas Sultan Ageng Tirtayasa, Banten, Indonesia

Corresponding author e-mail: utamingtyas@untirta.ac.id

Abstract: This study aims to describe the implementation of academic supervision in the context of school quality culture. The approach used in this research is quantitative with a descriptive research design. The population and sample of the study were all teachers of Nurul Fikri Serang Islamic Middle School and High School. The analysis technique used is descriptive percentage. Academic supervision activities aim to improve the teacher's learning process in the classroom. The supervisory activity is carried out by a team of supervisors under the coordination of the school principal. Supervisors have requirements that meet competence according to applicable regulations. The results of collegial-based academic supervision illustrate that aspects of learning in general have very good grades, so they really help teachers in improving the quality of the learning process in class. Collegial-based academic supervision creates a culture of school quality, namely cooperation, democracy, constructiveness, humanism so that overall supervision activities build a culture that is sustainable, especially the quality of learning.

Keywords: Academic, Supervision, Quality Culture

A. Introduction

School is a function of an effective learning process, leadership, teacher participation, student participation, management, organization etc. Effective learning indicators are curriculum, lesson plans, learning strategies, learning methods, learning media, student involvement in learning, interaction in learning, monitoring and evaluation in learning. Improving the quality of learning can be through teachers who have roles as facilitators, demonstrators, class managers, mediators and evaluators. To touch the needs of students, the roles mentioned above require optimal efforts (Arpah, 2017).

In the school environment, the development of the quality of learning needs to be continuously improved so that a program is needed that helps teachers in a systematic way in improving the learning process. Schools with a high quality culture can be identified from several influencing variables, including school management, learning processes, extracurricular activities, library performance, and

health services through school health initiatives. One of the school programs that aims to help develop the quality of learning is academic supervision.

Supervision is an aid in developing better teaching situations (Shulhan, 2012). Supervision or supervision according to the development of the new world of education is characterized as research, evaluation, improvement (making improvements), assistance (providing assistance), cooperation (cooperation). Where in the past it was more of an inspection to find errors in learning. Educational supervision is coaching or guidance to teaching or educational staff to improve the quality of performance in general, especially to improve the quality of learning. In addition to increasing teacher professionalism, supervision also aims to control quality and increase motivation (Amelia et al., 2022).

Research on educational supervision activities on teacher performance conducted in elementary schools concludes that educational supervision has a positive effect on teacher performance in learning (Nurmawati, 2020; Rifai, 2021; Wasiman & Sumani, 2019). Academic supervision also improves the performance of vocational school teachers (Ajasan et al., 2016; Jumriati, 2017; Wahidah, 2020). Academic Supervision will increase teacher professionalism (Messi et al., 2018). Academic supervision also influences teacher effectiveness and teacher achievement motivation (Wardiah & Kristiawan, 2018). Academic Supervision has a significant and positive influence on the quality of teacher teaching in schools and school culture has a significant and positive influence on school quality (Lian et al., 2020).

The concept of supervision is divided into two parts, namely traditional and scientific. Optimizing the implementation of supervision so that it is in accordance with the existing concept, it is necessary to use the principles of supervision. The principles that must exist in the implementation of supervision are practical, systematic, objective, realistic, anticipatory, constructive, cooperative, kinship, democratic, active, humane, sustainable, integrated and comprehensive (Amelia et al., 2022). The principal has a strategic role in his leadership to help improve the quality of learning through supervision. With managerial skills possessed, the principal must be able to manage existing resources to be able to design forms of academic supervision, especially learning in schools. Collegial supervision or peer supervision is a process in which small teams of teachers use the important components of clinical supervision to help each other grow professionally (Glatthorn, 1990).

School culture can be said to be conducive if it allows the development of the desired student behavior. namely having faith and piety to God Almighty, and having noble character or noble character. What is meant by a conducive school culture is the overall physical background, environment, atmosphere, taste, nature and productive school climate (Hasan, 2014). Quality culture can be defined as a set of norms based

on values and beliefs which are then manifested in behaviors, activities and symbols in schools to achieve the expected and desired level of excellence and how to achieve it in order to create school accountability (Rahmat & Kadir, 2017).

Quality culture is an integral part of organizational culture. Quality culture is naturally connected with elements such as work organization, technology, organizational structure, business strategy and financial decision making (Ehlers, 2009). Quality culture' can be a tool for asking questions about how things work, how institutions function, who they relate to, and how they see themselves (Lee & Stensaker, 2008). Quality Culture is a value system of an organization that produces conducive environmental conditions in the formation of continuous improvement in terms of quality. Quality Culture consists of values, traditions, procedures and expectations that promote quality. The quality of education is largely determined by the input of students as indicated by the potential of students, the quality of the learning experience which is determined by the professional abilities of the teacher, the quality of the use of learning facilities and school culture which is a reflection of the quality of the principal's leadership (Ardiansyah & Dardiri, 2019).

The definition of quality culture according to the European University Association is an organizational climate in which groups or staff work together to actually complete their specific tasks. In addition, quality culture has two components, namely: (1) organizational (structural) aspects, which refer to tasks, standards and responsibilities individuals, units and services. and (2) psychological aspects, which refer to understanding, flexibility, participation, hope and emotion (Rahmat & Kadir, 2017).

Reality in the field shows that there are still many principals who do not understand and implement the concept of academic supervision, develop academic supervision programs, carry out academic supervision techniques, apply follow-up academic supervision and have not utilized Information Technology (IT) in implementing academic supervision (Saleh et al., 2019), in addition to that the duties of the principal as a leader and manager have limited time with many assignments being one of the obstacles to academic supervision activities (Pitang & Kamaluddin, 2018). To overcome this problem, supervision of collegial-based class visits can be an option to solve the problem. The purpose of this study was to determine the collegial-based class observation technique academic supervision program in improving the quality of the teacher's learning process in the classroom which has an impact on the school's quality culture.

B. Methods

The approach used in this research is quantitative with a descriptive research design. This research was conducted from July to November 2021 using a saturated sample

or total sampling. Saturated sampling is a sampling technique when all members of the population are used as research samples (Sugiyono, 2013). The sample of this research was all teachers of Nurul Fikri Serang Banten Islamic Middle School and High School, totaling 70 people. The instruments developed in this study were questionnaires, observation guidelines, documentation (results of supervision in semester 2 of the 2020/2021 academic year, and in-depth interviews. Questionnaires are used to collect data about the learning process and the implementation of academic supervision. Interviews are used to collect supervision process data that cannot be collected through other instruments. The data analysis technique used in this research was quantitative descriptive analysis technique. Percentage descriptive analysis technique is used to describe the implementation of supervision activities.

C. Results and Discussion

The classroom observation supervision technique is a technique in which the principal or supervisor comes to class to see how the teacher teaches. The purpose of this technique is to obtain data about the actual situation while the teacher is teaching. These classroom observations serve as a tool to encourage teachers to improve their teaching methods and student learning. In this class observation the supervisor can see the implementation of teaching and learning activities, class management, see student learning outcomes, and things that support the implementation of teaching and learning activities. The observation stages include: 1) the preparation stage. At this stage, the supervisor plans the time, goals, and how to observe during class visits. 2) Observation stage during the visit. At this stage, the supervisor observes the course of the learning process. 3) The final stage of the visit. At this stage, the supervisor and the teacher enter into an agreement to discuss the results of the observations. 4) The last stage is the follow-up stage.

The school principal as the person in charge of Teacher Professional Development has managerial skills in learning leadership, the school principal is assisted by the vice principal in the curriculum field: 1) measurable planning: 2) clear organization, 3) effective and efficient implementation, and 4) monitoring and evaluate progress on an ongoing basis. The educational qualifications of all supervisors consist of 30% for the Masters level and 70% for the Bachelors level in accordance with the subjects so that the entire team of supervisors meets the qualifications (100%). The supervisor team was selected from teachers who have certain criteria so that they are considered capable of guiding and directing teacher actions in developing the quality of learning. 93% Supervisor Team already has an educator certificate. Most (100%) of supervisors have work experience of more than 5 years. The criteria for teachers who are appointed as supervisors can be based on years of service, work performance, competence, educational level qualifications, discipline and initiative.

Class observation supervision activities consist of 3 stages, namely: 1). Preparation; 2). Implementation of Supervision by observing learning process activities from beginning to end; 3). Discussion of giving feedback. Based on document data, the process of supervising collegial or peer-based class observation techniques is carried out on a scheduled basis once in one semester, by adjusting the class hours taught by the teacher. Based on the results of documents and interviews, it was obtained data on preparation for activities, namely scheduling which was carried out one month before implementation and making plans for implementing learning along with the tools needed in the form of media, teaching materials etc.

Table 1. Supervision Implementation Process

Aspect	4	3	2	1
Supervisors use instruments in the implementation of supervision	54%	44%	2%	0%
Supervisors treat themselves like colleagues	41%	56%	3%	0%
Supervision provides benefits to the teacher's teaching skills	38%	57%	5%	0%
The teacher and supervisor discuss solutions to common problems	52%	43%	5%	0%

Criteria: 4 (Very good), 3 (Good), 2 (Enough), 1 (Not Enough)

According to the data above, overall academic supervision uses instruments in its implementation (98%), only a small proportion of supervisors are unable to use instruments properly (2%). The instrument used must be in accordance with the target to be measured. Implementation of learning must be carried out to achieve Basic Competency which is carried out interactively, inspiring, fun, challenging, motivating students to participate actively, and providing sufficient space for initiative, creativity, and independence in accordance with the talents, interests and physical and psychological development of students.

Implementation of supervision according to most teachers stated that the supervisory team was able to position themselves as very good colleagues (41%) and good (56%), only 3% felt they were quite good. Supervisors must have the ability to convey feedback with communication that is easily accepted by the teacher. Support from colleagues will help develop teaching strategies and adaptation to the school atmosphere. states the implementation of routine collegial supervision in schools in various forms adapted to teacher problems, in particular increasing the exchange of experiences between teachers so that they can be open to each other and establish relationships can improve the quality of learning.

One of the principles of supervising is Humanist, which means being able to create human relations that are harmonious, open, honest, steady, patient, enthusiastic and full of humor. According to Shulhan (2013) the principle of supervision is the provision of assistance and guidance is carried out directly, meaning that those who receive assistance and guidance without being forced or opened their hearts can feel

alone and commensurate with the ability to be able to cope alone and the atmosphere that occurs during supervision takes place. Reflects the existence of a good work space between the supervisor and those being supervised creating an atmosphere of intimate partnership.

Implementation of supervision provides benefits to teacher teaching skills with very good categories (38% and good (57%) while 5% is sufficient in the category. This shows that the implementation of supervision adds benefits in improving teacher teaching skills. Academic supervision is a series of activities to help teachers develop the ability to manage the learning process to achieve learning goals The results of the supervision process data 95% of teachers and supervisory teams jointly find solutions to problems One of the principles of Academic Supervision is cooperation (cooperative) Good cooperation between the principal (supervisory team) and teachers in developing learning Mutual honing and nurturing in finding solutions to problems in the learning process Results of collegial supervision research Inter-class visit techniques can improve teacher competence in the learning process (Kariyem, 2016; Kartiwi, 2022).

The results of the interviews stated that obstacles to academic supervision come from external or outside the teacher in the implementation of supervision activities which can be in the form of scheduling failures caused by school activities, misunderstandings between supervisors and teachers, teacher requests that are not ready, so that rescheduling is needed. In addition, technical obstacles also often occur in the form of the availability of wifi signals, inadequate learning media equipment so that the application of the media that has been prepared by the teacher in learning is disrupted. Obstacles that come from internal teachers are the timing of learning activities that are not paid attention to so that sometimes they use additional hours for other subjects

Table 2. Results of Teacher Self-evaluation in the Learning Process

Aspect	4	3	2	1
Implementation of Learning according to Planning	13%	65%	22%	0%
Varied Use of Media	22%	59%	19%	0%
Use of the Cooperative Method	22%	52%	25%	0%
Learning is done contextually and high-level thinking	35%	56%	10%	0%
Conducting Learning Evaluation	25%	56%	19%	0%
Average	23%	58%	19%	0%

Criteria: 4 (Very good), 3 (Good), 2 (Enough), 1 (Not Enough)

Table 3. Results of Teacher Supervision Implementation

Aspects of the Learning Process	4	3	2	1
Implementation of Learning in accordance with the lesson plan (RPP).	93%	7%	0%	0%
Using learning media in accordance with learning objectives	94%	6%	0%	0%
Provide opportunities for students to ask questions/answer/discuss each other (Cooperative Method)	77%	22%	1%	0%
Provide contextual learning activities that can stimulate students to practice higher-level thinking in accordance with learning objectives	57%	41%	1%	0%
Carry out the process of evaluating learning indicators	78%	13%	4%	4%
Average	80%	18%	1%	1%

Criteria: 4 (Very good), 3 (Good), 2 (Enough), 1 (Not Enough)

Table 2 data is the result of the teacher's self-evaluation of the learning process carried out in class. Aspects of the learning process that are categorized as very good and good are learning plan-based learning (78%), varied media (81%), use of cooperative methods (74%), contextual learning (91%) and conducting learning evaluations of 81%. If averaged, the results of the teacher's self-evaluation in the learning process are included in the very good category as much as 23% and the good category as much as 58%, so that it can be concluded that the most categories are still at a good level.

Table 3 is a document on the results of teacher performance in the form of class observation supervision results. Supervision results show that all aspects studied have the highest average score in the very good category. In the aspect of learning in accordance with planning has results (93%). Learning plans can help the learning process, trigger learning to be interesting, motivate teachers in teaching, and can increase teacher creativity (Wikanengsih et al., 2015). From the results of the study, lesson plans are needed by teachers to help the learning process run well. The purpose of making an RPP is: (1). Simplify, expedite and improve the results of the teaching and learning process (2). Providing opportunities for educators to design learning according to the needs of students, the abilities of educators and facilities owned by schools (3). By preparing lesson plans in a professional, systematic, and efficient manner, teachers will be able to see, observe, analyze, and predict learning programs as a logical and planned framework.

In the results of table 3, aspects of media use that are in accordance with learning objectives get a very good category at 94%. The function of using media in learning activities is as a carrier of information/learning messages. Each type of learning media has its characteristics, advantages and disadvantages so that systematic planning is needed (Muhson, 2010). Using the right media can optimize learning effectively, increase student interest or motivation (Tafonao, 2018). Using the right learning media will improve student learning outcomes (Novita et al., 2019).

The learning aspect in terms of the use of methods, especially cooperative learning, was carried out very well by 77% of the teachers and 18% in the good category. In general, the use of cooperative-based learning methods is included in the very good category. The use of the cooperative method is one of the methods that makes students learn actively and improves learning outcomes, using the STAD cooperative method in class VII science subjects can increase the value of learning achievement (Hazmiyati, 2018). One strategy in managing effective learning is by grouping where students give each other opinions and respect the opinions of others. In this learning grouping it is also intended for students to be able to socialize with their friends in class (Kartina et al., 2021).

Managing contextual learning situations that can stimulate students' thinking is that 86% are in the very good category and 12% are in the good category. From these results, learning that is carried out in schools, both in SMP and SMA Islam Nurul Fikri, is contextual based using a higher order thinking skills (HOTS) process. Higher order thinking skills include critical, logical, reflective, metacognitive, and creative thinking (King et al., 2010). Through high order thinking students will be able to clearly distinguish ideas or ideas, be able to argue well, be able to solve problems, being able to construct ideas and ideas, being able to hypothesize and understand complex things to become clearer, and that is demonstrating reasoning abilities (Dinni, 2018).

The evaluation process for learning indicators in the study achieved a score of 78% in the very good category and 13% in the good category. Learning evaluation is used to find out the achievement of learning objectives and helps teachers find out how much students' absorption is related to the learning process being carried out. Evaluation of learning using quizizz helps increase student learning concentration (Purba, 2019). Creativity in designing learning evaluations is needed to facilitate students in answering assessments and helping teachers to determine the achievement of learning objectives.

Collegial or peer-based academic supervision activities are a strategy carried out by school principals to assist in developing the quality of learning in a sustainable manner. From the results of the table above, collegial-based observation supervision activities really help increase the number of teachers who implement aspects of the quality of the learning process from the average score in the good category to very good. Several studies have concluded that academic supervision activities using observation techniques or class visits by the principal improve all aspects of the learning process (Kadarwati, 2016; Nurmawati, 2020). Academic supervision with a collegial system has a positive and significant relationship with teacher performance (Kariyem, 2016; Kartiwi, 2022; Wariah, 2021). The results of research using a peer-to-

peer consultation model enable class teachers to provide efficient and effective educational programs for students (Glatthorn, 1990).

Supervisors and principals play a major role in creating school culture. The success of school principals in building a conducive school organizational culture is carried out by establishing the best possible collaboration with school members, being attentive, being able to maintain harmony and harmony at work (Samawi et al., 2016). Through collegial-based supervision activities, it creates a culture of cooperation, democratic where the principal does not dominate the implementation of academic supervision, constructive (teachers are motivated to improve the learning process) humane (harmonious, open human relations) so that overall supervision activities build a culture of quality that is sustainable, especially in learning quality. When a quality culture is combined with cultural elements, structural dimensions and competencies into a holistic framework, it will support stakeholders to develop a shared vision, values and beliefs. Communication, Understanding the quality culture of participation, and the combination of top-down and bottom-up interactions, is the key to the success of a quality culture (Ehlers, 2009)

D. Conclusion

Collegial or peer-based supervision activities aim to assist school principals in fostering and guiding teachers on an ongoing basis to improve the teacher's learning process in the classroom. The results of supervision activities in general describe aspects of the learning process with very good categories. Aspects of a quality learning process are the use of lesson plans, the use of learning media, the use of cooperative methods, contextual-based learning and high order thinking skills, and evaluation in learning. Implementation of collegial-based academic supervision supported by quality principals and a team of competent supervisors will be the main capital in empowering schools to improve the quality of their education. Collegial-based academic supervision activities create a culture of cooperation (collaboration between teachers and school principals), democratic where the principal does not dominate the implementation of academic supervision, constructive (teachers are motivated to improve the learning process) and humane (harmonious, open human relations) so that as a whole collegial-based supervision activities can develop a quality culture that is sustainable, especially in the quality of learning.

E. Acknowledgments

We would like to express our gratitude to the Advisory Lecturers at the Postgraduate Program at Universitas Sultan Ageng Tirtayasa and the teachers of the

Islamic Middle School-SMA Nurul Fikri who provided us with support in this research.

References

- Ajasan, Usman, N., & Niswanto. (2016). Effectiveness of Academic Supervision Implementation by the Head of School in Improving the Performance of SMK State Teachers 1 Meulaboh. *Jurnal Administrasi Pendidikan*, 4(3), 1-9.
- Amelia, C., Aprilianto, A., Supriatna, D., Rusydi, I., & Zahari, N. E. (2022). The Principal's Role as Education Supervisor in Improving Teacher Professionalism. *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam*, 7(1), 144-155. <https://doi.org/10.31538/ndh.v7i1.2075>
- Ardiansyah, L., & Dardiri, A. (2019). Cultural Management of a Gymnasium-based School in Madrasah Tsanawiyah Ali Maksud, Sewon, Bantul, Yogyakarta. *Jurnal Pembangunan Pendidikan: Fondasi dan Aplikasi*, 6(1), 50-58. <https://doi.org/10.21831/jppfa.v6i1.22626>
- Arpah, S. (2017). The Role and Function of Teachers in Improving the Quality of Learning. *Al Munawwarah Jurnal Pendidikan Islam*, 9(1), 51-62.
- Dinni, H. N. (2018, February). HOTS (High Order Thinking Skills) and Its Relationship to Mathematical Literacy Abilities. In *PRISMA, Prosiding Seminar Nasional Matematika* (Vol. 1, pp. 170-176).
- Ehlers, U. D. (2009). Understanding Quality Culture. *Quality Assurance in Education*, 17(4), 343-363. <https://doi.org/10.1108/09684880910992322>.
- Glatthorn, A. A. (1990). Feature Article Cooperative Professional Development: Facilitating the Growth of the Special Education Teacher and the Classroom Teacher. *Sage Journals, Remedial and Special Education*, 11(3), 29-50.
- Hasan, H. K. (2014). *Membangun Kultur Sekolah* (1st ed.). CV. Bina Karya Utama.
- Hazmiyati. (2018). Application of STAD Cooperative Learning Model to Improve IPA Learning Results for Second-Class Elementary School Students. *Jurnal Primary Program Studi Pendidikan Guru Sekolah Dasar Fakultas Keguruan dan Ilmu Pendidikan Universitas Riau*, 7(1).
- Jumriati. (2017). Supervision of the Head of School over the Performance of Teachers of Physical Education, Sports and Health at the State SMK in Gowa District. *SPORTIVE: Jurnal of Physical Education, Sport and Recreation*, 1, 25-33.
- Kadarwati, A. (2016). Improving Learning Quality through Academic Supervision with Class Visiting Techniques. *Jurnal Studi Sosial*, 1(2), 103-120. <http://e-journal.ikipgrimadiun.ac.id/index.php/gulawentah>.
- Kariyem. (2016). Collegial Supervision of Inter-Class Visit Techniques to Improve the Competence of Class IV Teachers in Implementing Process Standards at Alian Kebumen Building School. *Prosiding Seminar Nasional Inovasi Pendidikan*

- Inovasi Pembelajaran Berbasis Karakter dalam Menghadapi Masyarakat Ekonomi ASEAN*, 511-524.
- Kartina, Wahira, & Andi Waheed. (2021). Class Management in Promoting the Effectiveness of Primary School Learning. *EDUSTUGDENT: Jurnal Ilmiah Pendidikan dan Pengembangan Pembelajaran*, 1, 30-37.
- Kartiwi, R. W. (2022). Collegial Supervision Improving Teacher Performance and Student Activity towards Adwiyata School in SDN Mojorejo 02 Batu City. *Jurnal Pendidikan Taman Widya Humaniora*, 1(4), 194-215.
- King, F., Goodson, L., & Faranak Rohani, M. (2010). *Higher Order Thinking Skills • Definition • Teaching Strategies • Assessment A publication of the Educational Services Program, now known as the Center for Advancement of Learning and Assessment*. www.cala.fsu.edu
- Lee, H., & Stensaker, B. (2008). Quality Culture: Understandings, Boundaries and Linkages. *European Journal of Education*, 43(4), 427-442.
- Lian, B., Wardiah, D., Negeri, S., & Rimau, P. (2020). Effect of Academic Supervision of School Heads and School Culture on Quality Teaching Teachers. *International Journal of Progressive Sciences and Technologies (IJPSAT)*, 20(1), 67-77. <http://ijpsat.ijsht-journals.org>.
- Messi, Anggita Sari, W., & Murniyati. (2018). Implementation of Academic Supervision of School Supervisors as an Effort to Enhance the Professionalism of Teachers. *JMKSP (Jurnal Manajemen, Kepemimpinan Dan Supervisi Pendidikan)*, 3(1), 114-125.
- Muhson, A. (2010). Media Development Information Technology-Based Learning. *Jurnal Pendidikan Akuntansi Indonesia*, VIII (2), 1-10.
- Novita, L., Sukmanasa, E., & Yudistira Pratama, M. (2019). Indonesian Journal of Primary Education Penggunaan Media Pembelajaran Video terhadap Hasil Belajar Siswa SD. © 2019-*Indonesian Journal of Primary Education*, 3(2), 64-72.
- Nurmawati, H. (2020). Improving Teacher Performance in Implementing Effective Learning through Class Observation Supervision in SDN 116251 Aek Batu. *Jurnal Sekolah PGSD Unimed*, 4(4), 1-10.
- Purba, L. S. L. (2019). Increased Students' Learning Concentration through Use of Quizizz Learning Evaluation in Physics Chemistry I. *Jurnal Dinamika Pendidikan*, 12(1), 29. <https://doi.org/10.33541/jdp.v12i1.1028>
- Rahmat, A., & Kadir, S. (2017). *Educational Leadership and Quality Culture* (1st ed.). ZHR Publishing.
- Rifai, A. (2021). Efforts to Improve Teacher Performance in the Learning Process through Academic Supervision Using Class Visit Techniques at Pamotan 2 State Primary School for the 2019/2020 Academic Year. *Didaktika PGRI*, 1, 66-72.
- Saleh, S., Jamaluddin, & Hardiyanti Arhas, S. (2019). HUMANIS: IBM Academic Supervision Chief of Basic School Based Information Technology in Ulaweng

- District Bone History Article. *Jurnal Pengabdian Kepada Masyarakat*, 18(1).
<https://ojs.unm.ac.id/Humanis>
- Samawi, A., Wulandari, R. T., & Aisyah, E. N. (2016). Cultural Supervision in Improving Implementation of Curriculum 2013 in Kindergartens. *Ilmu Pendidikan*, 2.
- Shulhan, M. (2012). *Educational Supervision. Theory and Practice in Developing Teacher Resources*. (A. Purwowododo, Ed.; 1st ed., Vol. 1). Acima publishing.
- Shulhan, M. (2013). Educational Supervision (Theory and Practice in Developing Teacher Human Resources). *Acima Publishing*, 53(9), 1689–1699.
- Sugiyono. (2013). *Quantitative Qualitative Research Methods and R&D* (19th ed.). Alfabeta.
- Tafonao, T. (2018). The Role of Learning Media in Increasing Student Learning Interest. *Jurnal Komunikasi Pendidikan*, 2(2), 103–114.
- Wahidah, S. (2020). Implementation of Supervision of Teaching by the Head of School in Improving the Performance of Teachers in SMK State 1 Banda Aceh. *Jurnal Magister Administrasi Pendidikan Universitas Syaih Kuala*, 3(3), 50–55.
- Wardiah, D., & Kristiawan, M. (2018). The Influence of Headmaster's Supervision and Achievement Motivation on Effective Teachers. *INTERNATIONAL JOURNAL OF SCIENTIFIC & TECHNOLOGY RESEARCH*, 7(06). www.ijstr.org
- Wariah. (2021). Improving Teaching Performance Through College Supervision in Schools. *Jurnal Tata Kelola Pendidikan*, 3(2). <https://ejournal.upi.edu/index.php/jtkp>
- Wasiman, W., & Sumani, S. (2019, July). The Influence of Educational Supervision on Teacher Performance in Learning at State Elementary School 6 Rimau Island, Banyuasin Regency. In *Prosiding Seminar Nasional Program Pascasarjana Universitas PGRI Palembang*.
- Wikanengsih, Noviyanti, Ismayani, M., & Permana, I. (2015). Analysis of the Implementation Plan of the Learning Objects of the Bahasa Indonesian Teaching (Studi terhadap RPP yang Disusun Guru Bahasa Indonesia Tingkat SMP di Kota Cimahi). *Jurnal Ilmiah UPT P2M STKIP Siliwangi*, 2(1), 106–119.