

Academic Supervision at SMA Negeri 18 Palembang

Eka Rahmi Maryati¹

¹SMA Negeri 18 Palembang, South Sumatra, Indonesia

Corresponding author e-mail: Ekarahmimaryati7@guru.sma.belajar.id

Article History: Received on 19 July 2024, Revised on 5 September 2024,
Published on 30 September 2024

Abstract: Minister of National Education Regulation Number 13 of 2007 explains the ability of school principals to understand the Competency Standards of School Principals. The competence of the school principal based on the Minister of National Education Regulation consists of four components. The competency of the principal is an absolute ability to be mastered and practiced by the principal to lead and guide his subordinates within the scope of the school. One form of application is to carry out supervision competencies. This competency is a real action by the principal to improve the professionalism of teachers. The content of the activity is to approach using appropriate supervision techniques and then follow up. Looking at the results of the analysis of the supervision program in general at SMA Negeri 18 Palembang, it should be followed up in order to improve the quality of educators such as: teachers have not developed and implemented an active learning process, teachers' understanding of creative learning activities has not been maximized, and learning indicators and programs have not been developed holistically. It is an obligation for the principal to carry out comprehensive and systematic supervision and detail the opportunities for activities to be held along with the feedback from the supervision activities carried out. It is expected to boost the quality of learning for teachers and students in the classroom.

Keywords: Competence, Learning, Principal, Supervision

A. Introduction

Supervision comes from two words, namely "*super*" and "*vision*". The word "*super*" corresponds to the meaning an important position. The word "*vision*" means the skill of seeing something far away or hidden in front of the eye (Wahyu, 2020). From these two words, the meaning is drawn that is the supervision of the point of view of a person whose position is above to someone below him. Supervisor, that is, the person who supervises. It plays a role based on the procedure and principle of supervision (Manathunga, 2007). It takes high professionalism and sensitivity to understand the problems in order to fix them. He also uses ordinary vision to overcome concrete

problems that are not visible. Supervision of one of the teaching activities processes carried out by teachers together with school leaders. The process begins with planning, followed by implementation, followed by assessment and finally evaluation. Each educational institution plans, implements and assesses the process as expected. Planning is made by the teacher based on the plan that has been prepared. The tangible form of this implementation is activities in the classroom and the division of tasks that are in accordance with the student's profile. The activity includes opening, orientation and closing activities. All of these activities are assessed by teachers holistically. The implementation of the assessment includes a summative assessment at the end of the subject matter which is carried out at the end of the phase. The evaluation is carried out by the school leadership and board. The form of evaluation includes guidance, mentoring, and reporting (Munajah et al., 2021).

The supervision of the network is to implement, assess, and if necessary, correct the work that has been carried out to be in accordance with the learning outcomes (Pakpahan et al., 2021). There is a relationship between the supervision of the principal and the effectiveness of teachers. School principals need to supervise teachers to realize teachers who are good teachers (Sunaryo, 2020; Ellyta et al., 2022). The implementation of learning by educators is based on teaching modules. The learning process at educational institutions is carried out interactively, by providing learning atmospheres and media that support students' cognitive and psychomotor development. The assessment is carried out by educators based on the results of the summative assessment carried out at the end of the learning material (Muhtar & Lengkana, 2019).

Planning, implementation, and assessment in the learning process require structured supervision. The discussion will follow the following order of thinking: (1) the scope of supervision work; (2) mentoring programs or plans; (3) implementation, evaluation, and follow-up steps of supervision activities (Cahyaningsih et al., 2024). With this approach, it is hoped that this material can be the basis for thinking to carry out supervision activities in educational institutions (Masnoni et al., 2024).

The academic coaching program for school leaders is a milestone in efforts to develop teacher professionalism and improve the quality of learning. Through this academic supervision program, school leaders can actively monitor, guide and foster teachers in planning, implementing and evaluating all main tasks and functions in carrying out the teaching and learning process. Through this tutoring program, principals and teachers can interact directly in the learning process, so that good communication is established, teacher professionalism is thickened, and work together to improve the quality of education. This is reinforced by Glickman's statement that this is the final achievement of academic supervision (Lubis, 2016): (a) academic supervision is

intended to provide insight and input for teachers so that their technical and pedagogical abilities are renewed. So that the teacher can use his ability to overcome classroom situations and conditions that were originally not conducive to becoming a safe and comfortable classroom for students to learn (b) The principal can ensure the condition of teachers and students directly through academic supervision monitoring activities in the classroom. Teachers can discuss directly with the principal about the challenges faced by teachers in the classroom so that solutions can be found. Students can participate so that learning becomes student-centered and in accordance with their learning needs (c) academic supervision is a motivation for teachers to increase their professional capacity and continue to learn about the world of education and keep up with technological developments. It is hoped that academic supervision will make teachers aware of their responsibilities (Kaltsum & Komariyah, 2024).

Increasing the capacity of teachers in this context is not only in the capacity of teachers in terms of teaching, but also the obligation as educators of academic supervision, willingness, motivation, and discipline. It is hoped that this quality will have an effect on the learning outcomes of students who will increase. Based on this statement, academic supervision carried out to school principals together with educators has a strategic function to improve teacher professionalism and realize quality learning outcomes. Academic supervision organized by the Principal of SMA Negeri 18 Palembang is not only held in the classroom, but is held through *face-to-face* supervision. This allows for effective communication in finding out the challenges faced by teachers in an effort to improve the quality and increase student learning progress. *Face-to-face supervision allows for interactive* dialogue between school principals and teachers because it provides a new forum for communication that runs in both directions. Academic supervision is carried out to review the curriculum in accordance with the conditions of students and the characteristics of the school. In addition, academic supervision is also needed to determine school programs related to recommendations for education report card results in education units and reflected in the management of school financing standards.

B. Methods

This review *article* was made by searching through various literature sources as a writing method, which is generally known as literature study or *library research* through direct observation in the field, this method is useful to provide a reference for what kind of academic supervision activities are carried out by the head of high school education. The results obtained are in the form of primary data obtained from surveys, interviews, experiments, which are specifically designed to understand and solve existing research problems. In addition, the author also uses secondary data

from the results of academic supervision in the past period (Sugiyono, 2017). Data collection used observation and interview methods along with a narrative approach in which the results of the extraction are put together and then grouped based on similarities to answer each problem that has been successfully formulated until it goes through an analysis process (Akdon & Ridwan, 2008). The results of the analysis that meet the criteria are then collected and compiled into coherent scientific journal articles. A coherent scientific journal article refers to a journal article that has logic and harmony in the presentation of information and arguments in it. This means that the articles in the journal are interrelated and systematic in order to ease readers in capturing the content and message conveyed. This is what the author expects in this *review* article (Sugiyono, 2017).

C. Results and Discussion

Supervision Objectives

Overall, the purpose of monitoring and supervising the learning process is to ensure the quality of the learning process in each institution at every level of education so that the learning process becomes effective and efficient (Sugiyono, 2017). The following are the details of the purpose of supervision:

1. To evaluate teachers' skills in planning learning in the classroom
2. To assess the teacher's expertise and suitability in delivering the material to be taught to students.
3. To assess the ability to implement learning in the classroom, starting from opening lessons, providing introductions, classroom management, core activities such as exploration, explanation, and affirmation, question and answer techniques, to closing or evaluation activities.
4. To assess the teacher's ability to make assessment instruments during the learning process and evaluation of learning outcomes.
5. To evaluate teachers' ability to follow up on student learning outcomes

Benefits of Supervision

The benefits of supervision are that: 1) learning activities can be monitored periodically by school leaders and boards 2) the government and related agencies can direct, and supervise the implementation of learning in each primary and secondary education unit, and 3) the community can be involved in improving the quality and quality of learning. The benefits of implementing an academic supervision program are (Bafadal & Ibrahim, 1992):

1. Teachers who experience supervision are aware of aspects that need to be improved in learning.
2. Supervised teachers will gain an understanding of their strengths and weaknesses in carrying out the learning process in the classroom.
3. Teachers who experience supervision will know the areas where they need to improve their ability to design and develop learning assessment tools.
4. Supervision provides an opportunity for a teacher to introspect on his or her professional duties as an educator, whose complexity is a motivation to continuously improve their insight and knowledge.

Stages of Academic Supervision

The monitoring process in carrying out educational supervision is an important step in maintaining the quality of education in schools. First, the process begins with careful planning, where the monitoring objectives and scope are established, as well as the methods to be used. Then, the monitors collect relevant data, including classroom observations, interviews with teachers, and analysis of educational documents. This data is carefully analyzed to examine the parts that need to be revised (Pagga, 2020). The next step is to generate comments that reflect on the teachers or educational staff involved. This feedback can be in the form of suggestions to improve teaching practices or the implementation of educational programs. After that, proper follow-up is planned together with those monitored. This could involve improvements in teaching methods, additional training, or changes in the curriculum. The monitoring process doesn't stop here; It must be continuous and continuous to ensure continuous improvement in the quality of education and teaching (Nasution, 2021). In the entire process of monitoring educational supervision, the main goal is to ensure that students get maximum educational services and provide space for students to develop based on their learning profiles. This monitoring also plays an important role in supporting the professional development of teachers and educational staff, as well as in identifying opportunities for improvement that need to be implemented at the school level. With careful and continuous monitoring, schools can continuously improve the quality of education and provide a superior learning experience for students. The stages of academic supervision are (Addini et al., 2022):

1. Planning Stage
 - a. Schedule academic supervision.
 - b. providing academic supervision instruments.
2. Implementation Stage
 - a. checking the learning plan.
 - b. observing learning activities,
 - c. Provide feedback related to teachers' learning plans and practices.

3. Follow-up Stage

- a. Collect and analyze data from lesson plan evaluations and learning observations.
- b. Dialogue about the needs of teachers' self-development and improving the quality of learning.
- c. Determine mentoring activities that are in accordance with the resources available together with teachers.
- d. Providing guidance to teachers.

Principle of Supervision

The following are the principles in carrying out or carrying out academic supervision (Depdiknas, 2007)

1. Objective

Input/data in accordance with the conditions in the field without interference of external rights

2. Comprehensive

Supervision is complete from teacher constraints, solutions to follow-up to implement solutions

3. Active

All individuals, groups or agencies in the field of education are actively involved and collaborate with each other in carrying out and making supervision a success

Academic Supervision Techniques

Individual supervision technique is that supervision is carried out for only one teacher. From the results of this supervision, it can be known the quality of the teacher's learning. There are five types of individual supervision techniques as follows.

1. Classroom Visitation

The supervisor makes observations of the teacher in the classroom to identify shortcomings or problems that need to be fixed. The class visit process consists of four stages:

- a. Preparation: The supervisor plans the schedule, objectives, and methods of observation during the class visit.
- b. Observation: Observation supervisor in the classroom.
- c. Final: The supervisor and teacher make an agreement to discuss the results of the observation.

- d. Follow-up: Implementation of improvement or development actions based on observation results.

2. Observation Visits

Teachers were asked to observe a fellow teacher who was conducting a teaching demonstration. Observation can be carried out where the teacher teaches. Overall, the aspects considered included the interaction between teachers and students, the use of learning media, the variety of teaching methods, the suitability of the use of media with the material being taught, the suitability of the use of methods with the material, and the psychological response of students during learning. This observation consists of the stages of preparation, implementation, closing, evaluation of observation results, and next steps. Before making observations, supervisors should have prepared observation instruments and understood the objectives and issues related to the supervision process (Daryanto & Rachmawati, 2015).

3. Individual Meetings

Individual meetings are opportunities for supervisors and teachers to interact, dialogue, and exchange ideas directly with the aim of improving the development of effective learning tools; strengthening teacher competence; and identify and correct weaknesses possessed by teachers. There are individual meetings according to (Swearingen, 1961) office meetings are individual conversations that occur in the school environment; Informal meetings, are unscheduled individual conversations, often happen by chance when meeting with teachers; observational visits, are personal dialogue supervision in the classroom. What supervisors do in individual meetings: bringing out a positive attitude of discipline of teachers, providing solutions if encountering difficulties, guidance, and making deals and finding solutions.

4. Inter-Class Visits

Inter-class visits are visits by teachers from to classes in the same school, aiming to exchange information and learning experiences. The steps for inter-class visits are as follows (Ibrahim, 1992): The visit schedule must be planned in advance, selection of teachers to be visited, determine the teachers who will make the visit; prepare all necessary facilities; supervisors should observe carefully during the visit; determine if there is a follow-up after the visit, such as a personal conversation; apply what you learn from the teacher's visit to the school or classroom in question, taking into account the situation and conditions; make an agreement to carry out the next interclass visit.

Analysis of Last Year's Academic Supervision Results

The following is a table of academic supervision results for the 2023/2024 academic year:

Table 1. Academic Supervision Results for the 2023/2024 Academic Year

No	Supervised components	Issues found	Causative Factors
1.	Components of the Teaching Module		
	a. Formulation of Learning Objectives	The learning objectives conveyed are not in accordance with what is taught (inconsistent)	Teaching modules copy from people's sources and there is no intention to learn to create modules on their own.
	b. Formulation of Learning Activities		
	c. Formulation of the final assessment		
2.	Learning Activities		
	The implementation of the initial assessment is to measure the ability of students.	Learning is carried out not in accordance with ability of students	Not mastering the learning syntax that will be applied
3.	Supervised components	Issues found scientific syntax.	Causative Factors
	The implementation of the activity provides opportunities for students to participate	The implementation of reflection at the beginning, middle, and end of learning tends not to be carried out. Formative assessments carried out tend to only explore the cognitive realm, but not the entire competence of students.	Considering the reflection does not need to be done and considering that the assessment is only focused on exploring the cognitive realm only.
	Implementation of activities to apply differentiated learning to the content process, or products according to student needs.		
	a. Structured learning provides opportunities for students to use or try various learning media.		
	b. Implementation of learning reflection activities that involve students to evaluate learning with activities: Giving reflection questions to students. Facilitate students to answer reflection questions. Implementation of final assessments that can measure the achievement of learning objectives		
4.	Use of Learning Media	There is no variation in using learning methods in the classroom	Teachers do not master interactive learning media.
5.	Learning Outcome Analysis	The assessment is not holistic and authentic.	Teachers do not understand holistic and authentic assessments.

The final achievements realized for the supervision program for the 2023/2024 academic year, indicate the following efforts (Azwardi, 2020):

1. Contextual analysis for the basis of independent curriculum development between the curriculum and student prospects along with the state of the school to be outlined in the Education Unit Curriculum at SMA Negeri 18 Palembang. The curriculum of the educational unit is made based on the needs and

characteristics of the school. The curriculum at the education unit level also describes the condition of the school which is reviewed in terms of resources (school assets), and the obstacles faced by the school.

2. It is necessary to develop a mapping of content standards in each Learning Outcomes- Learning Objectives per subject in order to realize learning outcomes that are coherent with the school's vision and mission and local potential and wisdom. The school's vision and mission describe the goals that the school wants to achieve so that in the process it requires understanding and instilling basic concepts about the school's vision and mission that are integrated in the goals of each subject.
3. The formulation of the learning outcome shows that most of the learning outcomes are coherent, but there are still parts that need to be improved through a review under the coordination of the learning committee.
4. Teaching modules created by teachers are implemented in real classroom learning. The teaching module is expected to be a guide in implementing KBM in the classroom so that teachers do not feel difficulties in the learning process in the classroom.
5. Learning media are widely utilized supported by supporting internet facilities, adequate devices and the creation of virtual classes based on Learning Management System hybrid class *model*. The use of IT is also one of the main supports in achieving an increase in the competence of teachers and students. The use of IT provides a new teaching and learning experience for teachers and students.
6. Learning methods still need to be changed towards student-centered learning and lifelong learning. Various learning methods are able to motivate students to learn in class so that students do not feel bored in learning activities.
7. The use of digital-based learning resources such as the internet, articles, magazines and scientific journals. Today's learning resources are very many and varied, students and teachers can freely open information. Varied learning resources provide diverse information and knowledge.
8. Techniques and tools for assessing learning outcomes and appropriate learning objectives so that holistic assessment is realized. Learning achievement assessment is an instrument that measures how well the learning achievement has been mastered by students. This assessment is used as one of the sources of information in determining competency improvement programs both from the perspective of teachers and students.
9. The ability of teachers to analyze learning outcomes in certain subjects to find out the initial ability of students and *feedback* on the improvement of the learning process later.
10. Mastery of ICT in learning activities. The use of IT is also one of the main supports in achieving an increase in the competence of teachers and students. The use of IT provides a new teaching and learning experience for teachers and

- students. One of the interventions in the independent curriculum is the digitization of schools so that it is hoped that schools can take advantage of ICT.
11. Improving the ability to analyze the level of competency achievement as a consideration to improve the technical and professional ability improvement plan in the coming years, as well as a basis for improving the learning process.
 12. Improvement of the character of mutual cooperation, critical reasoning, and creativity which is manifested in learning activities and Pacasila Student's Profile. Students are expected to become agents of change towards better educational goals.

Analysis of the Results of Managerial Internal Supervision in 2023/2024

Improving the management of the environment and positive culture of the school in order to create a pleasant atmosphere in the school (Sari et al., 2019). Safe and friendly schools are an ecosystem that supports the improvement of learning outcomes. Schools that prioritize a positive culture in the process can provide comfort for both teachers and students. The performance of the School Development Team in reviewing the curriculum is in accordance with the circumstances and abilities of the school and local wisdom. The school development team called the Learning Committee provides a review of the curriculum of educational units that are integrated into the school program.

The need for a solid SMA Negeri 18 Palembang Curriculum Development Team. The learning committee is a team trained by the ministry to provide and share good practices on understanding the independent curriculum. Improvement of the management of facilities and infrastructure in accordance with the needs of the school (Aisah et al., 2021; Agustin & Permana, 2020). The increase is a supporting element to improve learning.

1. Improvement of the school's management and structural information system. School management and structural information systems can be used as decision-making tools
2. Increasing partnerships with stakeholders consisting of regional partners and development partners. One of the supports needed is the support from regional partners and development partners, regional partners and regional partners can be used as learning resources in an effort to improve the competence of teachers and students.
3. Improving library and laboratory administration so that its positive impact can be optimized for the benefit of students.
4. Involvement of additional activities outside of school hours and counselling
5. The additional activities in question are extracurricular activities. Extracurricular activities are a forum to develop students' potential, interests, and talents

Academic Supervision Implementation Plan for the 2023/2024 Academic Year

The effect of improvement is also expected to occur in the implementation of academic guidance in 2023/2024, which is formulated as follows. Teachers' perception of the independent curriculum with emphasis on:

1. Review the readiness of schools to implement learning based on the independent curriculum in the form of the use of coherent teaching materials for each mapel.
2. The formulation of learning objectives is a flow of learning objectives that students want to master during one phase based on learning achievement sentences.
3. Preparation of student-centered teaching modules.
4. Diverse learning activities to foster students' enthusiasm for learning.
5. The use of competency-based assessment instruments. The expected and intended assessment is the original assessment. Native assessments are assessments that are based on cognitive, psychomotor, and affective aspects.
6. Presenting a learning process that touches the hearts of students by paying attention to the requirements for competency acquisition.
7. In order to carry out academic supervision for the 2023/2024 school year effectively and involve teachers of all subjects, the principal has selected a team of observers who are considered competent, suitable and capable in carrying out their responsibilities as observers in academic supervision activities, namely the team of deputy heads of education and several competent teachers.

Schedule for the Implementation of Academic Supervision for the 2023/2024 Academic Year

The academic activity plan for 2023 and 2024 will be made based on the implementation plan of the odd semester academic calendar and the even semester academic calendar schedule by taking into account the number of effective study days. This schedule is made so that the implementation of observation can run optimally.

Internal Managerial Supervision Plan

Supervision activities are carried out from within by the structural ranks of SMA Negeri 18 Palembang. The execution is known by the principal together with the school supervisor on each individual who will be observed with the main objectives assessed:

1. The skills of the Curriculum Development Team in re-establishing positive discipline targets in teaching and learning activities.
2. Solidity of the curriculum development team of SMA Negeri 18 Palembang
3. Effective use of facilities and infrastructure in schools.
4. The application of a positive culture in the school environment.
5. Improvement of information-based school management.
6. Establish relationships with external parties and regional partners.
7. Improved laboratory management
8. Involve extracurricular activities and counseling services in creating a positive environment in the school.

D. Conclusion

The support aspect can be achieved were contextual analysis as the foundation for independent curriculum development. This is based on two sides that go hand in hand, namely the curriculum with student potential, school conditions, and environmental situations. Content Standards are needed to organize a curriculum that is suitable for the characteristics of the school based on local wisdom, continuing to map the content standards for each learning outcome and the learning objectives of each subject. Although the wording in the learning outcome still needs to be considered again to meet the learning outcomes, there are still several indicators that need improvement through review activities coordinated by the school development team.

E. Acknowledgments

Thanksgiving is the presence of God Almighty. Thank you to all parties involved in the preparation of this article and to the researchers who have shared their knowledge and allowed the author to use his data points at the end of this article. Including to family, teachers, and friends who have provided support or encouragement during the writing of this article. The author is aware that this problem is beyond his knowledge. We really appreciate criticism and suggestions. Hopefully this article can be useful in the future and contribute to the development of science.

References

- Addini, A. F., Husna, A. F., Damayanti, B. A., Fani, B. I., Nihayati, C. W. N. W., Daniswara, D. A., Susanti, D. F., Imron, A., & Rochmawati, R. (2022). Basic Concepts of Educational Supervision. *Jurnal Wahana Pendidikan*, 9(2), 179. <https://doi.org/10.25157/wa.v9i2.7639>

- Agustin, H. Y., & Permana, J. (2020, February). Management of facilities and infrastructures for improving the learning quality of vocational high school. In *3rd International Conference on Research of Educational Administration and Management (ICREAM 2019)* (pp. 64-68). Atlantis Press. <https://doi.org/10.2991/assehr.k.200130.141>
- Aisah, I., Achmad, A., Khoeriah, N. D., & Sudrajat, A. (2021). Management of infrastructure in improving the quality of vocational high school graduates. *Journal of Industrial Engineering & Management Research*, 2(4), 172-189. <https://doi.org/10.7777/jiemar.v2i4.176>
- Akdon, & Ridwan. (2008). *Applications of Statistics and Research Methods for Administration & Management*. Dewa Ruci.
- Azwardi, A. (2020). Efforts to improve teacher competency in developing learning materials through collaborative academic supervision. *Indonesian Educational Administration and Leadership Journal (IDEAL)*, 2(1), 1-12. <https://doi.org/10.22437/ideal.v2i1.9009>
- Bafadal, & Ibrahim. (1992). *Teaching Supervision: Theory and Application in Fostering Teacher Professionalism*. Bumi Aksara.
- Cahyaningsih, R. D., Fakhrudin, F., Widiyanto, W., & Yuwono, A. (2024). Identifying the Needs of Visual Sensory Disabilities in Developing Interests and Talents at PPSDSN. *International Conference on Science, Education, and Technology*, 10(1), 412-417. Retrieved from <https://proceeding.unnes.ac.id/ISET/article/view/3917>
- Daryanto, & Rachmawati, T. (2015). *Learning supervision, inspection includes: controlling, correcting, judging, demonstration*. Gava Media.
- Depdiknas. (2007). *Guide to Implementing Educational Supervision*. Depdiknas.
- Ellyta, E., Murniati, M., & Usman, N. (2022). The Effectiveness of Academic Supervision of Principal in Improving Distance Learning in Junior High School. *Al-Ishlah: Jurnal Pendidikan*, 14(4), 5363-5372. <https://doi.org/10.35445/alishlah.v14i4.744>
- Ibrahim, B. (1992). *Teaching supervision: Theory and its application in developing teacher professionalism*. Bumi Aksara.
- Kaltsum, K. F. U., & Komariyah, L. (2024). Obstacles in the Implementation of Inclusive Education Policy at Sangatta City State Junior High School and Solutions to Overcome Them. *Jurnal Manajemen Pendidikan Dan Ilmu Sosial*, 5(2), 127-137. <https://doi.org/10.38035/jmpis.v5i2.1874>
- Lubis, E. N. (2016). Implementation of the Policy for the Implementation of Inclusive Education at the Elementary Level in Yogyakarta City. *Spectrum of Education Policy Analysis*, 5(2), 149-160.
- Manathunga, C. (2007). Supervision as mentoring: The role of power and boundary crossing. *Studies in Continuing education*, 29(2), 207-221. <https://doi.org/10.1080/01580370701424650>

- Masnoni, Munthe, T. E., Campos, E., Wijaya, R., Pebriansyah, Y., & Sumarno, S. (2024). The vulnerability of children with disabilities to become victims. *ECOMA: Journal of Economics, Management, Accounting*, 3(3), 1066–1071.
- Muhtar, T., & Lengkana, A. S. (2019). *Physical Education and Adaptive Sports*. Universitas Pendidikan Indonesia.
- Munajah, R., Marini, A., & Sumantri, M. S. (2021). Implementation of Inclusive Education Policy in Elementary Schools. *Journal of Basicedu*, 5(3), 1183–1190. <https://doi.org/10.31004/basicedu.v5i3.886>
- Nasution, I. (2021). *Educational Supervision*. Pusdikra Mitra Jaya.
- Pagga, P. (2020). The Role of Educational Supervision. *Al-Qalam: Jurnal Kajian Islam Dan Pendidikan*, 6(1), 112–119. <https://doi.org/10.47435/al-qalam.v6i1.126>
- Pakpahan, B. A., Ariawan, S., Naibaho, D., Napitupulu, T. M., Simanjuntak, H., & Manalu, P. J. H. (2021). Improving teacher creativity and innovation through the supervision of the principal. *International Research Journal on Advanced Science Hub*, 3(9), 202-209. <https://doi.org/10.47392/irjash.2021.238>
- Sari, E., Koul, R., Rochanah, S., Arum, W., & Muda, I. (2019). How could management of school environment improve organizational citizenship behaviors for the environment? (case study at schools for specifics purposes). *Journal of Social Studies Education Research*, 10(2), 46-73. <https://www.learntechlib.org/p/216595/>
- Sugiyono. (2017). *Quantitative, Qualitative, and R&D Research Methods*. Alfabeta.
- Sunaryo, Y. S. (2020). Academic supervision of school principals and teacher performance: A literature review. *International Journal Pedagogy of Social Studies*, 5(2), 17-34. <https://doi.org/10.17509/ijposs.v5i2.29094>
- Swearingen. (1961). *Supervision of Instruction*. Prentice Hall Engliwood Cliffs.
- Wahyu, W. (2020). Concept of supervision of learning process in increasing the quality of education results in Madrasah. *International Journal of Nusantara Islam*, 8(1), 67-77. <https://doi.org/10.15575/ijni.v8i1.8913>