

Implementation of Educational Supervision in Improving the Quality of Teaching and Learning

Suparman Sunaryo¹

¹SMP Negeri 12 Palembang, South Sumatra, Indonesia
Corresponding author e-mail: suparmansunaryo@gmail.com

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Abstract: Educational supervision has a very important role in providing feedback to educators in improving the quality of teaching and learning, helping educators improve teaching methods, and ensuring that the curriculum used is relevant and effective. Educational supervision is one way to improve teacher's abilities. Better teacher abilities will provide positive benefits to the quality of teaching and learning. This research aims to analyze the implementation of educational supervision in improving the quality of teaching and learning at SMP Negeri 12 Palembang. This research uses a qualitative approach and literature review. The research subjects were the principal and teachers of SMP Negeri 12 Palembang. Data were collected through interviews, observation, documentation and other scientific articles. The research results show that (1) in each semester, the principal carries out academic supervision and acts as a coordinator, leader, consultant and evaluator; (2) teacher competency is reflected in the application of pedagogical competency indicators, including student characteristics, appropriate curriculum, learning theory, teaching modules, learning plans, syllabus, use of technology in learning, reflection, assessment and evaluation; and (3) the implementation of educational supervision in improving teacher competency has been successful, as can be seen from the results of the educational supervision evaluation recap. It recommends to maximize the supervision where the school will get the quality of education.

Keywords: Educational Supervision, Quality of Education, Quality of Teaching and Learning, Supervisor

A. Introduction

An indicator of education can be said to have quality by looking at the success or failure of the implementation of education. The success of educational institutions, both those managed by the government and the private sector, is usually determined by effective management and administration. Supervision is one of the important functions in management implemented by the leadership of the institution. The term supervision in the organizational process has a broad and diverse meaning, such as detailed inspection, smooth arrangement, comparison with standards, direction or assignment, and limitation or control (A. Yanti et al., 2022). Therefore, supervision

needs to be implemented in educational institutions to support the performance of each component in it.

Supervision is also known as supervision, which is one of the functions of education that aims to maintain and encourage teaching and learning activities in schools to run well and smoothly, so that they can achieve the goals of an institution (Amini et al., 2021). Supervision plays a central role in efforts to manage and advance collaboration in an organization. In an educational institution environment, there are many individuals who need to work together to achieve the targets that have been set. Assessment, coaching, development, and supervision of educational institutions of course involve issues of methods, tools, and humans who must be able to work effectively. The main object of supervision is teachers who have an important role in shaping children's character. In addition to teachers, all elements involved in education are also objects of supervision, such as management, administration, financing, public relations, facilities and infrastructure, curriculum, and students (Wahib, 2021).

In the context of education, the role of teachers is very significant because they are responsible for the process of educating and developing the intellectual abilities of students, as well as guiding them in their attitudes, behaviors, and actions. One of the challenges faced by teachers in implementing the independent learning curriculum is how teachers integrate learning projects that will be carried out by students in class by adjusting them to the theme or topic of learning, and connecting them with learning based on Pancasila values. One important factor in improving teacher performance is through the implementation of supervision of them. Supervision is carried out as a way to improve learning conditions in schools and also as an effort to provide direction to educators and other education personnel (E. Yanti et al., 2023). The implementation of supervision as a method to improve the quality of teacher performance aims to improve the quality and learning achievement of students as a whole (Rohmawati et al., 2023). The implementation of supervision as a method to improve the quality of teacher performance has an important role in the world of education. Supervision not only functions as an evaluation tool, but also as a means of professional development for teachers. Through effective supervision, teachers can receive constructive feedback, identify areas for improvement, and gain guidance in implementing better instructional strategies.

By improving the quality of teacher performance, it is expected that the learning process in the classroom will be more effective and efficient. Skilled and motivated teachers will be able to create a conducive learning environment, which in turn will increase student motivation and engagement. In addition, supervision can also encourage teachers to continue to innovate in teaching methods, adjusting to the needs and characteristics of students, so as to stimulate their interest in learning. Ultimately, the implementation of good supervision will contribute to improving the

quality and learning achievement of students as a whole. Students who are accompanied by qualified and motivated teachers will find it easier to reach their maximum potential. Thus, supervision is not only beneficial for teachers individually, but also has a significant positive impact on academic achievement and the holistic development of students. Supervision also has a strategic role in identifying training and development needs for teachers. Through the supervision process, supervisors can understand the areas of weakness and strength of each teacher, so that the training program designed can be more targeted. Thus, teachers will be better prepared to face challenges in the field and be able to apply learning methods that are more innovative and relevant to the development of the curriculum and educational technology. Supervision also has a strategic role in identifying training and development needs for teachers. Through the supervision process, supervisors can understand the areas of weakness and strength of each teacher, so that the training program designed can be more targeted. Thus, teachers will be better prepared to face challenges in the field and be able to apply more innovative learning methods that are relevant to the development of the curriculum and educational technology.

In addition, regular supervision can create a culture of reflection among teachers. By continuously evaluating and improving teaching practices, teachers will be more sensitive to the dynamics that occur in the classroom and more responsive to the needs of students. This will ultimately build teacher confidence in carrying out their duties, as well as strengthen the relationship between teachers, students, and the school environment as a whole. Thus, supervision is not only a control tool, but also a driving force for continuous improvement in the quality of education. Effective supervision also encourages collaboration between teachers and supervisors, creating a more harmonious and productive work atmosphere. In this supportive environment, teachers can be more open in sharing experiences, challenges, and strategies that they have implemented. Discussions resulting from supervision not only enrich teachers' knowledge and skills, but also build a strong sense of mutual trust and cooperation among all educators. This collaboration is an important foundation in creating a school culture that focuses on improving the quality of education, where all parties work together to achieve the same goal, namely student success.

Based on the research results of Adams, Hutchinson & Martray 1980 in (Glickman, 1981) in Kentucky United States, "it was found that the interest and achievement of teachers only appeared in the first three years of teaching and declined after some time had passed". In carrying out their duties and improving their quality, teachers need guidance in order to develop their professional abilities, especially in managing an effective learning process and maintaining the smoothness of the teaching and learning process. Therefore, attention from a leader is very important for teachers. This guidance and attention are channeled through supervision of teacher performance and professionalism in implementing the learning process.

The results of (Sururuddin et al., 2021) also show that the implementation of educational supervision can improve teacher expertise competency. This can be seen from the facts found by observers, namely (1) Mastery of learning materials by teachers which initially developed a value of 55% (5 teachers) increased to 77% (7 teachers) and the final results showed an increase of 88% (8 teachers). (2) Teachers' mastery of understanding competency standards and basic learning competencies with an initial value of 45% (4 teachers) increased to 66% (6 teachers) and increased again to 77% (7 teachers) in the final cycle. (3) Teachers' expertise in developing learning materials that are taught developed initially with a value of 66% (6 teachers) increased in the first cycle to 77% (7 teachers) and in the final cycle increased to 88% (8 teachers). (4) Teachers' skills in utilizing ICT for learning activities in the initial conditions were 45% (4 teachers) then increased to 66% (6 teachers) and in the final results, an increase of 77% (7 teachers) was obtained. Thus, the four points above show a significant increase that can be seen in cycle II as a result of the follow-up to the implementation of educational supervision for teachers. With the increasing ability of teachers or teacher professionalism, it will also have an impact on improving the quality of education which in this case is in line with the teacher's duties in achieving educational goals. So, supervision is a coaching activity that is planned to help teachers and other school staff in carrying out their work effectively (Turmidzi, 2021).

The results of the above study and several other sources state that the implementation of educational supervision is indeed very important in educational units. However, in its implementation there are challenges that must be overcome, such as the lack of adequate facilities and infrastructure, lack of support, lack of budget, and so on. As a result, a strong strategy is needed to create new innovations as a means of learning (Sururuddin et al., 2021). Based on this fact, research on the implementation of educational supervision in improving the quality of learning is important in order to create and implement professional supervision so that the quality of teaching and learning in education can be achieved in accordance with the educational goals that have been set.

B. Method

The research method used in this article is qualitative by producing descriptive data in the form of written or spoken words from people and observable behavior accompanied by a literature review. Literature study is a research method carried out by collecting and analyzing literature or sources related to the topic being studied. Researchers collect data by means of observation, interviews and documentation. The observations made by researchers by paying attention to the place, actors, activities, events or incidents at the research location. The interview method used by researchers is by communicating directly with respondents at the research location such as the principal and teachers who directly implement educational supervision at SMP Negeri 12 Palembang.

The literature collected in this study includes various sources, including scientific journals, books, articles, and other documents related to the topic being studied. Each type of literature is carefully selected to ensure that the sources are relevant and can support the research objectives. The process of collecting this literature is carried out analytically with a focus on obtaining the most accurate information to strengthen the theoretical basis of the research. The analysis carried out includes data selection and collection, reading and understanding the literature, organizing data, and making syntheses and conclusions (Nasution et al., 2023).

C. Results and Discussion

Educational Supervision Theory

The word supervision comes from English, namely supervision, consisting of two words, namely super and vision, which means to see very carefully the work as a whole. The person who carries out supervision is called a supervisor. Academic supervision is a planned coaching activity by providing technical assistance to teachers and other employees in carrying out the learning process, or supporting the learning process which aims to improve the professional abilities of teachers and improve the quality of learning effectively (Tamim Mulloh & Muslim, 2022). Educational supervision by the principal is one of the crucial functions of educational management to achieve educational goals. More than just evaluating teacher performance in managing the learning process, this supervision aims to support the development of teacher professionalism (Astuti et al., 2022).

The purpose of academic supervision is to help teachers develop their abilities to achieve the learning objectives planned for their students (Glickman, 1981). Meanwhile, according to Sergiovanni (1987) there are three purposes of academic supervision, 1) is held with the intention of helping teachers develop professional abilities in understanding academics, classroom life, developing their teaching skills and using their abilities through certain techniques; 2) is held with the intention of monitoring teaching and learning activities in schools. This monitoring activity can be done through visits by the principal to classes while the teacher is teaching, personal conversations with teachers; and 3) is held to encourage teachers to apply their abilities in carrying out their teaching tasks, encourage teachers to develop their own abilities, and encourage teachers to have serious attention to their duties and responsibilities.

According to Burhanudin, the purpose of educational supervision as a means of finding and developing teaching methods, supervision is directed at creating a pleasant psychological climate of the teaching and learning environment, coordinating all educational efforts and materials provided continuously and mobilizing the cooperation of all staff in meeting their needs and the situations faced (Rosi Tiurnida Maryance et al., 2022). In another context, the purpose of educational

supervision also includes improving and developing the entire learning process. This includes efforts to not only improve the quality of teacher teaching, but also facilitate the growth of teacher professionalism through the provision of facilities that support smooth learning, increasing teacher knowledge and skills, and providing guidance and support in implementing the curriculum. As nationally, the concrete objectives of educational supervision are:

1. Helping teachers see clearly the objectives of education
2. Helping teachers in guiding students' teaching experiences
3. Helping teachers in using modern learning tools
4. Helping teachers in using sources of learning experiences
5. Helping teachers in meeting students' needs
6. Helping teachers in fostering mental reaction (Rohmawati et al., 2023).

The main focus of educational supervision is to ensure that educational goals are achieved effectively, by involving the important roles of the principal and teachers. The principal, as the educational leader in the school, has the responsibility to facilitate and direct teachers in an effort to achieve the established educational standards. This supervision is not only intended to oversee the implementation of educational tasks, but also to ensure that every activity carried out is in line with the vision and mission of education to be achieved. Thus, supervision functions as a tool to maintain the quality of education while motivating teachers to continue to develop.

However, it is important to remember that educational supervision does not only function as a means of supervision or control. More than that, supervision must be seen as an effort to provide constructive guidance and support to teachers and other educational staff. Effective supervision helps teachers identify and overcome obstacles they face in the learning process, as well as provide suggestions and solutions to improve the quality of their teaching. With this supportive approach, the main goal of supervision, namely improving the quality of education as a whole, both in terms of process and results, can be achieved. Supervision that is carried out properly will produce a more dynamic and productive learning environment, which ultimately has a positive impact on student achievement and development (Sulistyorini et al., 2021).

The main function of educational supervision is aimed at improving and enhancing the teaching and learning process of teachers in schools. In this regard, according to Malik, supervision of teacher performance in the teaching and learning process has three main functions, as follows:

1. Curriculum supervision to ensure the delivery of the curriculum properly.
2. Improving the learning process by helping teachers plan academic programs.
3. Professional development in implementing teaching programs.

Sahertian emphasized that educational supervision has a much broader role than simply improving the learning process in the classroom. The main function of

educational supervision includes the responsibility to coordinate various aspects of the school environment that support improving the quality of education. This means that supervision does not only focus on supervising teachers, but also involves resource management, curriculum arrangement, and alignment between educational goals and practices in the field. With effective coordination, every element in the education system can work synergistically to achieve optimal results. There are 4 models of educational supervision, namely as follows:

Conventional Supervision

This supervision was the first to exist and was carried out still in the context of superiors (supervisors) supervising the work carried out by subordinates. Therefore, this model is identical to supervision and even tends to be a surprise inspection. In practice, according to Sahertian, this conventional supervision model is more about looking for subordinates' mistakes (Umi Zulfa, 2020).

Scientific Supervision

This supervision model is carried out based on data that has been collected previously objectively, for example data from observations of the learning process in the classroom, data on student learning achievement results, data on teacher personal performance, and so on. Supervision is carried out based on previously determined planning, using predetermined procedures and techniques (A. Yanti et al., 2022).

Clinical Supervision

This model is a supervision whose implementation focuses more on finding weaknesses or causes and effects in the teaching and learning process which are then immediately attempted to correct these weaknesses. The purpose of clinical supervision is more emphasized on improving teaching with a systematic cycle (Sulistyorini et al., 2021).

Artistic Supervision

In this artistic model, teachers feel guided, assisted, accepted, feel safe and motivated to progress further. The attitude of being willing to accept and listen to teacher complaints so that others feel happy and appreciated, supporting the teacher's opinion is the attitude of this model.

The implementation of educational supervision by the principal, he must be able to carry out various forms of supervision and control to improve the teaching and learning process. This supervision and control function as a control so that educational activities in schools run according to the goals that have been set.

Soetjipto and Rafli Kosasi (2004) in their book *Teaching Profession* say that the supervisor's duties include:

1. Planning tasks, namely to determine policies and programs
2. Administrative tasks, namely decision making and coordination through conferences and consultations carried out in an effort to improve the quality of teaching
3. Direct participation in curriculum development, namely in activities to formulate objectives, create teaching guides for teachers, and select the content of learning experiences
4. Carrying out teaching demonstrations for teachers
5. Carrying out research

The responsibilities of a supervisor in education include implementing supervision programs that aim to encourage positive changes in teaching activities. Supervisors are not only tasked with supervising, but also directing the learning process towards a more effective and efficient direction. To achieve this, supervisors must be able to recognize the needs and challenges faced by teachers, then design appropriate supervision programs. These programs not only serve as evaluation tools, but also as drivers of change, where teachers are encouraged to adopt more innovative and relevant teaching methods with current educational developments.

Implementation of Educational Supervision at SMP Negeri 12 Palembang

Based on the results of the research that has been carried out by conducting observations and interviews with competent sources in teacher supervision, namely the principal. The principal not only plays a role in supervising teacher performance, but the principal also plays a role as a supervisor to guide teachers in achieving educational goals. The educational supervision carried out by the principal of SMP Negeri 12 Palembang in its implementation involves a series of planned and ongoing steps. As a result, there are several stages that support the supervision activities that are routinely carried out by the principal as follows.

Determination of Goals and Targets

In the process of identifying goals, the principal makes short-term and long-term plans with specific targets to be achieved in educational supervision. These targets include improving teacher performance, better student learning outcomes, and developing professional skills and competencies.

Selection of Supervision Model

The principal of SMP Negeri 12 Palembang uses a clinical supervision model that involves direct face-to-face supervision. This approach is more oriented towards

identifying weaknesses or causes of problems in the teaching and learning process, which are then immediately attempted to be fixed.

Implementation of educational supervision

Before conducting educational supervision, the principal forms a supervision team consisting of the principal, vice principal for student affairs, vice principal for curriculum, and public relations staff. After that, the principal supervises teachers according to a predetermined schedule, which is once a semester.

Evaluation and adjustment

The principal first identifies problems that need to be fixed. Then, he conducts periodic evaluations of the teachers. Each teacher is called individually to receive suggestions and input from the principal to improve their quality.

In this educational supervision, the principal needs to continue to monitor and supervise the development of the curriculum and the development of science that is a reference for teachers to improve school progress. From the analysis of the research results, the role of the principal in educational supervision at SMP Negeri 12 Palembang includes:

1. As a coordinator, the principal coordinates by providing guidance to teachers in terms of instruction on learning programs and other activities at SMP Negeri 12 Palembang.
2. As a consultant, the principal provides guidance to teachers so that they can consult about their experiences in educational activities at school. In addition to providing consultation to teachers, the principal also provides assistance during teacher meetings.
3. As a leader, each principal routinely implements this when leading meetings to determine various aspects of education and its development according to school needs.
4. As an evaluator, the principal cannot avoid making assessments, which are carried out through supervision activities. This supervision includes providing guidance to several teachers during the teaching and learning process and in curriculum development.

Implementation of Educational Supervision in Improving the Quality of Teaching and Learning

The implementation of supervision at SMP Negeri 12 Palembang has shown significant improvement in recent years. This change is reflected in the increase in the frequency and quality of the implementation of educational supervision at the school. According to statements from teachers, educational supervision is now carried out routinely every semester, with a frequency of one or two times according

to the schedule set by the school. This step shows the school's commitment to ensuring that the supervision process is not just a formality, but truly becomes a tool to support improving the quality of education at the school.

The supervision carried out at SMP Negeri 12 Palembang has the main objective of helping to improve the quality of teachers. This process is not only about evaluating performance, but also about providing the support needed so that teachers can develop professionally. In order to achieve this goal, before the implementation of supervision, teachers are required to prepare various important documents such as the Learning Implementation Plan (RPP), the learning system and methods to be used, textbooks, and syllabus. This preparation allows teachers to plan the learning process in a mature and structured manner, so that when supervision is carried out, they can receive constructive and relevant feedback.

With this comprehensive preparation, supervision at SMP Negeri 12 Palembang is not only a moment of evaluation, but also an opportunity for teachers to learn and improve themselves. Teachers can evaluate their learning plans, improve fewer effective methods, and receive suggestions for further development. The regularly scheduled supervision process also helps create a culture of reflection and continuous improvement among teachers, which will ultimately have a positive impact on the quality of education provided to students. This good implementation of supervision shows how important the role of supervision is in encouraging the improvement of teacher professionalism and the overall quality of education at SMP Negeri 12 Palembang.

After the implementation of supervision at SMP Negeri 12 Palembang, the principal found a number of significant problems that needed to be addressed immediately. One of the main problems identified was the lack of preparation of learning administration by teachers. Several aspects of administration that were of primary concern were the preparation of the Learning Implementation Plan (RPP), learning modules, and syllabus. The lack of completeness and quality in these documents indicated that some teachers may have difficulty in planning and compiling learning materials effectively. This finding indicates the need for corrective action to ensure that each teacher meets the established administrative standards.

Following up on the problems found, the principal will conduct a more in-depth evaluation of the teachers to address the existing deficiencies. This evaluation aims to understand the root causes of administrative preparation problems and provide constructive feedback to teachers. In addition, the principal will design additional training or guidance programs to assist teachers in improving their skills in preparing lesson plans, learning modules, and syllabi. This action is expected to improve the quality of learning administration and support improvements in the overall learning process.

In the supervision process at SMP Negeri 12 Palembang, the principal also explained that supervision is not only carried out by himself, but involves all teachers in the team. With this approach, supervision becomes more collaborative, where teachers help each other and provide input to their colleagues. The active participation of all teachers in supervision allows for shared learning and exchange of ideas that can improve the quality of learning throughout the school. This collective approach also strengthens a sense of shared responsibility for achieving high educational standards and creating a more productive learning environment.

In an effort to improve teacher competence at SMP Negeri 12 Palembang, the principal has implemented various important and relevant educational supervision theories. The implementation of these theories not only helps in supervising teacher performance, but also in directing their professional development. Educational supervision at this school is carried out routinely every semester, according to the schedule that has been set. The principal plays an active role in planning and implementing supervision, with the main focus on fixing and improving the quality of teachers' teaching. The steps taken in this supervision are not only to evaluate, but also to provide the necessary guidance to achieve higher competency standards.

One important aspect of supervision is ensuring that teachers have implemented pedagogical competency criteria that are in accordance with existing indicators. This process begins by reviewing the Learning Implementation Plan (RPP) that has been prepared by the teacher, including the learning systems and methods used, as well as the syllabus that directs the teaching process. The principal carefully checks whether the plans have been well designed and whether they cover all the important components to create effective learning. In addition, the assessment mechanisms and processes implemented are also evaluated to ensure that they support learning objectives and provide meaningful feedback to learners.

After reviewing the teacher's plan and preparation, the principal conducts a direct inspection in the classroom while the teacher is teaching. The principal's presence in this learning process is not only to supervise, but also to provide support and constructive feedback. By being in the classroom, the principal can see directly how the planned teaching methods are applied in practice, how teachers interact with students, and how assessments are carried out in real time. This observation allows the principal to provide specific and relevant suggestions, which can help teachers improve and enhance their performance. Through this comprehensive supervision process, it is hoped that the teacher's pedagogical competence will increase, which will ultimately have a positive impact on the quality of learning and student achievement at SMP Negeri 12 Palembang. So, it can be concluded in terms of educational objectives, namely in the learning process, it can be said that it has met the target or not. The implementation steps taken by the principal include:

1. Evaluating the teacher's teaching and learning process directly.
2. Holding activities related to the school's academic supervision program to improve teacher potential.
3. Taking further steps related to the supervision of the program that has been prepared, including determining areas that need to be improved or corrected by the teacher.

Educational supervision carried out by the principal has succeeded in improving the competence of teachers at SMP Negeri 12 Palembang in the aspects of learning planning, learning implementation, learning outcome assessment, learning administration management, professionalism, and personality. By improving teacher competence, the quality of the teaching and learning process in schools will experience a significant increase. More competent teachers will be able to design and implement learning that is more effective, interesting, and in accordance with student needs. They will also be more capable of overcoming various challenges in the classroom, adopting innovative teaching methods, and providing better guidance to students. As a result, the learning atmosphere in the classroom becomes more dynamic and productive, which will ultimately improve student learning outcomes and help them achieve their full potential. Improving teacher competence also contributes to the creation of a better overall educational environment, where each student gets a better and more meaningful learning experience.

D. Conclusion

Educational supervision carried out by the principal at SMP Negeri 12 Palembang plays an important role in improving the quality of education. Through a planned and sustainable approach, this supervision not only monitors teacher performance but also provides in-depth guidance to develop their professional abilities. The main purpose of supervision is to help teachers achieve learning objectives effectively, as well as to ensure that the learning process runs according to plan. By implementing various supervision models such as conventional, scientific, and clinical, the principal can identify weaknesses in learning and take immediate corrective action. The results of this supervision are seen in the increase in teacher competence in planning, implementing learning, evaluating learning outcomes, managing administration, as well as in aspects of professionalism and personality. This shows that educational supervision is not only a control, but also an instrument for developing teacher professionalism and improving the overall quality of education at SMP Negeri 12 Palembang.

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