

Principal's Supervision in Improving the Quality of Education

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Abstract: The purpose of this study is to describe how the principal's supervision improves the quality of education at SDIT Izzuddin Palembang. The research was conducted at SDIT Izzuddin Palembang. In this study, key informants can provide accurate information about the problems studied by the researcher, namely the principal, teachers, students, and all staff. The method used in this study is the Qualitative Research Method. This study uses data collection techniques, namely observation, documentation, and interviews. This study concludes that the principal carries out regular supervision planning by involving all teachers through meetings and preparing supervision assessment instruments. Lesson plans are essential for evaluating and reflecting on learning. The principal provides input and suggestions, which allows teachers to work together and communicate about materials, methods, and media. The principal visits the class as scheduled and evaluates teachers for improvement. Due to the busy teaching schedule, the principal may have limited time for evaluation and guidance. To overcome this, the principal creates a week or month of supervision, with other team members still being evaluated and guided.

Keywords: Principal, Quality of Education, Supervision

A. Introduction

Education is one of the important factors in development in every country, the point of progress of a nation can be seen from its educators, the end of education is a conscious effort made by someone to organize self-development activities for students to become perfect human beings according to predetermined goals. In the National Education System Law No. 20 of 2003 that "the national education system must be able to guarantee equal educational opportunities, improve quality and relevance and efficiency of education management to face challenges by the demands of changes in local, national, and global life, so that it is necessary to carry out planned, directed, and sustainable educational reforms".

The principal is a teacher who is given the task of leading lessons and managing educational units including kindergartens, special kindergartens, elementary

schools, special elementary schools, junior high schools, special junior high schools, senior high schools, vocational high schools, special senior high schools, or Indonesian schools abroad. By Permendikbudristek Number 40 of 2021 Article 1 concerning the Assignment of Teachers as Principals. The principal is the main supporter of making policies in the smallest scope, namely schools (Hidayat et al., 2023). The principal is responsible for the micro-management of education, Which Is directly related to the learning process. School management is the responsibility of the principal and teachers (Syafitri et al., 2023).

The success and progress of an education system cannot be separated from the role of a leader or principal. The role of the principal will greatly determine the progress or decline of education. The principal as a communicator is tasked with being an intermediary to pass on instructions to teachers, as well as channeling the school's aspirations to institutions to teachers (Azizah et al., 2023). As a leader, I guide teaching staff to improve their skills and manage school administration and their work as teachers who must take part in educating students and delivering learning materials in class (Hamzah et al., 2023). As for the role of the principal or the duties of the principal, according to Mulyasa (2004), the principal has the following roles and duties: Educator, Manager, Administrator, Innovator, Motivator, Supervisor, and Leader.

As a principal, of course, you must refer to the principal's qualifications and competency standards. As regulated the Regulation of the Minister of National Education of the Republic of Indonesia No. 13 of 2007 states that the principal's qualifications consist of General Qualifications and Special Qualifications, and have five competencies including personality, managerial, entrepreneurial, supervisory, and social competencies. With the standards that have been determined, it can be seen that the principal is the holder of the greatest responsibility in the education cycle. In carrying out his duties, the principal must provide good direction to teachers and staff in carrying out the teaching and learning process. One of the main parts of this supervision is supervising teachers in carrying out learning activities.

The government has regulated the education system, one of which is supervision because every implementation of an education program requires a supervisor. Supervision is one of the efforts to improve the quality of education. Educational supervision involves a series of activities designed to help teachers and other school staff develop their skills, knowledge, and abilities to carry out their duties and responsibilities effectively (Tambunan et al., 2024). Supervision seeks to help improve the learning process by overcoming problems that occur in it, whether these are problems faced by teachers in teaching, student conditions, or even the media and facilities available (Nurlatifah, 2024). The Administrative Lecturer Team of the Indonesian Education University (2014) explained that supervision is professional guidance for teachers, the professional guidance in question is all efforts that

provide opportunities for teachers to develop professionally so that they can progress further in carrying out their main tasks, namely improving and enhancing the student teaching and learning process.

Based on initial observations, teachers conducted supervision twice at Izzuddin Integrated Islamic School. Supervision was carried out starting from class supervision and supervision of learning devices. In addition, some principals supervised teachers, namely: 1) principals and 2) supervisors. Supervision was carried out in a planned and scheduled manner that had been prepared by the principal. The first supervision was class supervision where the principal would schedule teachers to carry out supervision. The principal would come to visit the class and see or assess teachers in the teaching and learning process, student interactions, learning media, and feedback from students to teachers. Supervision is nothing more than a form of service to teachers. Therefore, teachers must also understand what the function of supervision itself is. Educational supervision is very important for the improvement and development of learning activities (Mudatsir et al., 2023).

If the class supervision has been carried out, the teacher will continue the second supervision, namely clinical supervision. Clinical supervision is one of the professional development models for teachers that is considered effective in improving the quality of learning (Hasanah & Fauziah, 2024). It is called clinical supervision because the implementation procedure places more emphasis on finding the causes of deficiencies or weaknesses that occur in the teaching and learning process, and also directly seeks to find out how to correct these weaknesses or deficiencies (Idayanti, 2023). This is by Sanasintani (2022) clinical supervision is supervision that focuses on improving learning through a systematic cycle starting from the planning stage, observation, and intensive analysis of teacher learning performance to improve the learning process.

If the SDIT Izzuddin teacher has carried out the class supervision that has been explained by the researcher, then the next step is clinical supervision. According to the opinions of experts, clinical supervision provides assistance or guidance to teachers who have carried out class supervision. This clinical supervision is also scheduled, where the principal will call teachers one by one to evaluate or guide teachers in teaching, the learning process, teacher interaction with students, and the feedback given by students to teachers.

The quality of education is a measure of the success of an educational process that can be felt by the community starting from the input, the educational process that occurs, to the output of an educational process (Suparliadi, 2021). Meanwhile, according to Siahaan et al (2023) The quality of education is two terms derived from quality and education, meaning it refers to the quality of products produced by

educational institutions or schools. It can be identified from the number of students who have achievements, both academic and other achievements, as well as graduates who are relevant to the objectives.

According to Bafadal (2013) in the field of education includes 4 qualities of input, process, output, and outcome, namely, a) educational input is declared quality if it has been processed; b) the educational process is quality if it can create an active, creative and also enjoyable atmosphere; c) output is declared quality if the learning outcomes in academic and non-academic fields of students are high; d) outcome is declared quality if graduates are quickly absorbed in the world of work, reasonable salaries, and all parties acknowledge the greatness of their graduates and feel satisfied. Quality in the context of integrated quality management or Total Quality Management (TQM) is also useful in helping institutions manage change systematically and totally, through a change in vision, mission, values, and goals. In the world of education, assessing the quality of a school's graduates is seen from the suitability of their abilities with the goals set in the curriculum (Hanifa et al., 2024). With the quality of education that is already good, accredited A, and the researcher gets a good contribution from the principal and supervisor. The researcher is interested in researching the principal's supervision to improve the quality of education.

B. Methods

The research was conducted at SDIT Izzuddin Palembang. In this study, key informants can provide accurate information about the problems studied by researchers, namely the principal, teachers, students, and all staff of SDIT Izzuddin Palembang.

Table 1. Key Informants and Additional Informants

| o | Information | Amount | Information |
|----------|--|---------------|--------------------|
| 1. | Director of Education Quality SIT Izzuddin | 1 person | Key informant |
| 2. | Head of SDIT Izzuddin | 1 person | Key informant |
| 3. | Staff Director of Education Quality SIT Izzuddin | 1 person | Key informant |
| 4. | Deputy Curriculum SDIT Izzuddin | 1 person | Key informant |
| 5. | SDIT Izzuddin Supervisor | 1 person | Key informant |
| 6. | Senior Teacher of SDIT Izzuddin | 5 person | Key informant |
| 7. | Teacher of Izzuddin Islamic Elementary School | 5 person | Key informant |
| 8. | SDIT Izzuddin Committee | 1 person | Key informant |
| 9. | Parents of SDIT Izzuddin Students | 1 person | Key informant |
| 10. | Students of SDIT Izzuddin | 3 person | Key informant |

The method used in this study is a qualitative research method. This study uses data collection techniques as follows:

Observation

Observation was conducted to observe the activities of the principal, teachers, and students of SDIT Izzuddin Palembang. In this study, researchers conducted observations, understood field conditions, and recorded everything that supported the research data.

Documentation

Documentation is used to obtain data at school including the names of teachers and a list of teacher names by looking at documents available at the school.

Interview

In this interview, several informants were needed, namely, the director of education quality, the deputy curriculum, and senior teachers in the SDIT Izzuddin Palembang environment. The point of this research is descriptive research, with a more descriptive nature from the results of interviews and documentation of data points that have been obtained are analyzed qualitatively and described in descriptive form.

C. Results and Discussion

Principal Supervision in Improving the Quality of Education

Planning

The principal is the holder of the supervision program, both academic and managerial supervision. The principal in his supervision program includes annual and semester programs, in his program the creation is adjusted to the education calendar. The substance of the academic supervision planning program contains important essences, such as objectives. In formulating the objectives of academic supervision, the principal pays attention to the scope of academic supervision such as the implementation of KTSP, preparation, implementation, and assessment of learning by teachers. Achievement of graduate competency standards, process standards, content standards, and implementing regulations.

The planning of the supervision program carried out by the principal has always involved the teachers' council, one of which is through teacher meetings. This is in line with research conducted (Rohana et al., 2023) the planning of the supervision program carried out by the principal of Muhammadiyah Middle School has always involved the teachers' council, one of which is through teacher meetings. Similar things were also found in the study (Nilda et al., 2020) which states that in preparing

the supervision program it is discussed in a teacher meeting involving all teachers in the school environment.

The supervision planning carried out by the principal is to prepare academic supervision instruments, one of which is the Lesson plan assessment, namely the learning implementation plan that has been prepared by the teacher before carrying out learning activities or processes. Teachers who teach must make plans for learning activities in the classroom, including preparing learning materials, learning media, and learning methods that will be applied in the learning process. This is in line with research conducted (Parida et al., 2020) states that the Lesson Plan used by teachers is a supervision instrument that must be observed by the principal and is made as a reference material for conducting evaluations and reflections on classroom learning.

The principal of SD IT Izzuddin conducts regular supervision. So that the principal can monitor the performance of teachers. The principal will form a supervision team with the education quality manager, curriculum representative, and senior teachers at SD IT Izzuddin. The main key to improving the quality of education is the teacher. Therefore, the principal must know the extent of the teacher's ability to carry out their profession. Good education must be supported by teachers who have the capability, loyalty, and integrity, as well as accountability for carrying out tasks. This means that the principal must have a strong commitment to developing, improving, and maintaining the professionalism of teachers in their school by carrying out supervision regularly.

Supervision can also be carried out in two ways, namely; supervision that is carried out on a schedule and supervision that is carried out impromptu or directly. As stated by the principal, Mrs. Kusumaningsih, "In planning this supervision, I will create a team with the education quality and curriculum representative. I usually do supervision with the team twice a year. I and the team make a supervision schedule for the teachers. We make two supervision agendas, the first; is supervision that is carried out according to a schedule, and the second; is impromptu supervision".

Aspects of academic supervision planning Legiman (2020), show the principal; 1) has the purpose of supervision, understands the scope and principles of academic supervision, 2) identifies and establishes an effective and appropriate academic supervision approach to the problems developed, 3) establishes the mechanism and operational design of academic supervision, 4) identifies and establishes resources (human, information, equipment, and funds) for academic supervision, 5) prepares a schedule for the implementation of academic supervision, 6) prepares procedures and mechanisms for monitoring and evaluating academic supervision, 7) selects and establishes steps that ensure the sustainability of academic supervision activities. Meanwhile, the benefits of supervision planning carried out are to improve the

quality of education through cooperation between teachers, a trigger or driver of changes in elements related to education, and improve teacher abilities leadership, and guidance.

Implementation

In the aspect of supervision implementation, it shows that the role of the principal's supervision in improving the quality of education includes: 1) applying the principles of continuous, objective, constructive, humanistic, and collaborative supervision, 2) implementing continuous supervision of short-term, medium-term and long-term plans, 3) implementing supervision based on the real needs and problems faced by teachers, 4) placing teacher competency growth and improving the quality of learning as the main objectives of academic supervision, 5) building relationships with teachers and all parties involved in open, solidarity and informal supervision activities based on attitudes of helping, understanding, openness, honesty, patience, enthusiasm and humor, 6) implementing democratic supervision, actively involving, sharing responsibility for developing learning with teachers and other relevant parties.

The principal in implementing supervision is guided by or refers to the planning program. The implementation of supervision is a series of activities that must and will be implemented according to plan. Supervision implementation activities that are not to the plan, then the implementation is categorized as deviant implementation. Supervision implementation that by the plan will facilitate control, and be measurable, effective, and efficient. Determination of the mechanism and operational design of academic supervision by the objectives, and approaches, namely after assessing the performance of teachers, then the supervisor carries out the operational design of academic supervision. The supervisor after knowing the real conditions of the existence of teacher potential, both strengths and weaknesses, makes it easier to determine the mechanism and operational design of supervision. The supervision approach is by using direct approaches and indirect approaches.

In the implementation of supervision, the principal sees the student's response to find out the teacher's mastery in carrying out the learning process in the classroom. By mastering the learning material, the learning process in the classroom can be more productive and increase student activity in learning activities. This is in line with the results of the study by Dewi (2019), which states that the type of teacher communication that is very good and effective in helping students master the lesson is a teacher who masters the subject matter and chooses media or learning methods that are preferred by his students. The results of this study are also supported by research conducted by Mana (2021) that the more creative the teacher is in creating learning media that can represent the students' desires, the more enthusiastic the students' response will be in following the teacher's learning. Not only that, in the

teaching and learning process, the teacher's creativity is very influential on the learning process of students because it creates an effective and conducive learning environment (Wulandari et al., 2024).

Usually, the principal of SD IT Izzuddin supervises through two techniques, namely; individual techniques and group techniques. Individual techniques are such as; class visits, class observations, private conversations, visiting each other's classes, and self-assessment. For example, group techniques; meetings, organizing committees, teacher meetings, workshops, and many others. The principal of SD IT Izzuddin supervises teachers by entering the class and monitoring the learning process activities carried out by the teacher. The principal will also see class administration such as Lesson Plan, syllabus, learning media, and learning methods that will be used. At the time of the assessment, the principal has a combined assessment form between the assessment form from the education office and the assessment form from the foundation. The two assessment forms will be combined into one teacher supervision assessment form.

In the assessment form, the principal will check according to what is seen, how the teacher teaches, whether or not the class administrator is present, what the method is, and the media too. At the time of supervision, some teachers' schedules are formed by teaching hours. So, the teacher will change his teaching hours to another day, or he can also swap with another teacher.

Evaluation

Viewed from the aspect of supervision follow-up, it shows that the principal's supervision in improving the quality of education is: 1) compiling criteria for supervision success, 2) formulating criteria for the effectiveness of the supervision implementation process, 3) formulating criteria for achieving supervision objectives (output), 4) formulating criteria for achieving supervision impacts (outcomes), 5) compiling supervision instruments, 6) developing data/information collection instruments in order to identify and analyze problems/needs for learning development, 7) developing instruments for measuring the effectiveness of the academic supervision implementation process according to the area being worked on, the approach, and the supervision techniques applied, 8) developing instruments for measuring the achievement of direct results (output) of supervision according to the area being worked on, and 9) developing instruments for measuring the effectiveness of achieving supervision impacts (outcomes) according to the area being worked on.

The aspect of the principal's supervision follow-up as a supervisor who holds control, both in analyzing and evaluating teacher performance in efforts to improve academic quality. A good supervisor follow-up always knows the weaknesses and

strengths that emerge through good instruments, paying attention to the effectiveness of supervision achievement, which is measured through the target achievement standards set by the supervisor himself. Follow-up from the analysis results is the utilization of supervision results.

Evaluation or follow-up of supervision carried out by the principal is that the teacher will evaluate the learning process that has been carried out in the classroom to move towards a better direction. This is supported by research Warman (2022), which states that to achieve educational success, it is very important to have skilled and responsible teachers in the learning process in the classroom. Supervision that is carried out will also change teachers to be qualified and professional. This is in line with research by Lorensius et al. (2022) stated that supervision carried out by the principal has a very large influence on improving teacher professionalism. Increasing teacher productivity is a determinant of school success, as stated by Azainil et al. (2021) emphasized that supervision carried out by the principal has a great influence in changing or improving the teacher's learning process in the classroom so that they become professional teachers.

The training material on follow-up of supervision results, will discuss coaching and strengthening of instruments: a) coaching activities can be in the form of direct and indirect coaching. Direct coaching is carried out on matters that are specific and need immediate improvement from the results of supervision analysis. Indirect coaching is carried out on matters that are general and need improvement and attention after obtaining the results of supervision analysis; b) strengthening of supervision instruments activities to strengthen supervision instruments can be carried out through group discussions by supervisors about academic supervision instruments and non-academic supervision instruments. The role of the principal as a supervisor in the form of guidance is an activity that directly touches on the problems of the principal in supervising teachers and education personnel. This is very important to carry out optimally because the impact is very influential on improving teacher competence in carrying out the learning process and the next impact is on the quality of student learning outcomes. In addition, it is also important in achieving the goals that have been set at SD IT Izzuddin.

After the supervision is carried out. The next stage is evaluation. This evaluation stage can be carried out in two ways, namely; the first, is the individual evaluation stage. The second is the group evaluation stage. The principal will make an evaluation schedule for teachers who have carried out supervision. After that, the teacher will meet the principal according to the schedule that has been determined. In the evaluation, the principal will convey what he saw when supervising the teacher. For example, the classroom conditions are given more attention, the media and methods are not good or not interesting, the administration can also be

incomplete, and the children should be given questions so that we know whether the child understands or not when we explain the material.

For joint evaluations, usually what will be conveyed is the same as other teachers or in general. Mostly, when the principal makes an evaluation schedule. The teacher has teaching hours, so the teacher will change the day for evaluation. This evaluation is very important because the teacher can find out his shortcomings and strengths. And the teacher can also fix any shortcomings and maintain his strengths. The shortcomings will be fixed in the next supervision.

Obstacles or Constraints to Principal Supervision in Improving the Quality of Education

The obstacles faced by the principal in implementing supervision to improve the quality of education are related to the tight schedule of the principal's activities so the supervision schedule is disrupted. The busyness of the principal is seen from the daily routine tasks, and the workload of the principal is quite large so it becomes an obstacle in implementing supervision. This is in line with Tunnisa et al. (2023) stated that the supervision implementation schedule was sometimes not appropriate in its implementation due to the busy workload of the madrasah principal, who often had to attend meetings outside of school, thus requiring the implementation of supervision to be postponed to another time.

From the interview results, the principal took the time to supervise the teachers, besides that the principal still carried out his duties and obligations. The principal also gave authority to the quality of education, the vice principal of curriculum, and senior teachers if the principal could not supervise the teacher. From the results of the teacher interviews, the obstacle during supervision was the teaching hours that clashed with other teachers.

Steps or Solutions for Principal Supervision in Improving the Quality of Education

To overcome the constraints related to the principal's busy schedule, the principal assigned a competent senior teacher to carry out supervision. The solution taken by the principal is in line with research conducted by Istianah (2019) to overcome the constraints related to the principal's busy schedule, the principal assigned a competent senior teacher to carry out supervision. The solution taken by the principal is in line with research conducted by Warman et al. (2021) stated that a supervisor should focus on efforts to provide staff development approaches and how to provide assistance that is enjoyable and useful for teachers. From the results of the interview, the steps or solutions in improving the quality of education are to provide support for teacher professional development. This can include additional

training, workshops, or mentoring that teacher need to improve their skills in teaching.

D. Conclusion

The principal conducts supervision planning, involving all teachers through meetings and preparing a supervision assessment instrument. A lesson plan is crucial for evaluating and reflecting on learning. The principal provides input and suggestions, allowing teachers to work together. Teachers communicate about material, methods, and media, with each team having the same methods. The principal visits classes according to schedules and provides guidance for future supervision. In supervision constraints, teaching is quite dense, and the principal's many tasks, make the principal have no time to evaluate teachers and explain or provide good and appropriate guidance. In the steps or solutions of supervision, the principal must create a supervision week or month where the principal only has a schedule to supervise teachers and evaluate teachers. The rest, if they have been evaluated and given guidance. The principal may do his job.

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