

The Implementation of Supervision Standard Policy at MAN 1 Musi Banyuasin

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Abstract: This study investigates how the standard policy of educational supervision is implemented in MAN 1 Musi Banyuasin. This research will be carried out for 5 (five) months, including the design, implementation, and reporting of research findings. This study's design employs descriptive qualitative methods, which include prioritizing data research or the reality of the problem based on the disclosure of what has been explored and disclosed by respondents in the form of interview results and data collected in the form of words. The study's findings revealed that the implementation of the Standard Supervision Policy at MAN 1 Musi Banyuasin on the Communication indicator as a whole went very well. Running but not optimal on the resource indicator. The Disposition indicator remains rigid and ineffective. The bureaucratic structure indicator was not implemented properly, so it did not work.

Keywords: Education, Standard Policy, Supervision

A. Introduction

Madrasah Aliyah Negeri in Musi Banyuasin Regency is a general educational institution with the specificity of Islamic religion that is expected to produce output in accordance with the institution's objectives. The formal education process (which is reflected in the institution) cannot take place without the involvement of various components, such as teachers, principals, school supervisors, and administrative staff, all working together to improve educational quality. Returning to supervisory duties, it is emphasized in Article 55 of Government Regulation RI Number 19 of 2005 concerning National Education Standards that supervision of educational units includes monitoring, supervision, evaluation, reporting, and follow-up on supervision results. Furthermore, in article 57 it is said that supervision which includes managerial and academic supervision is carried out regularly and continuously by the supervisor or inspector of the educational unit and the head of the education unit (Departemen Agama RI, 2005).

The success of supervisors in carrying out their duties and functions must be supported by abilities in a variety of areas, both in terms of qualifications and competence. It is not easy to become a professional supervisor because several criteria must be met. Supervisors are supervisory jobs called supervisors who are responsible for providing guidance towards effective improvement to educational and teaching units, according to Ametembun (2000). Supervisors for educational units or madrasas are functional officials who serve as technical executors for educational supervision of specific madrasas. They are designated or determined in an effort to improve the quality of learning processes and outcomes in order to achieve educational goals. According to Mulyasa (2015), school supervisors are civil servants tasked with supervising preschool, elementary, and secondary school education. According to the Minister of Administrative Reform Decree No. 118/1996, school supervisors are civil servants who are given full duties, responsibilities, and authority to supervise education in preschool, elementary school, and high school education units by authorized officials.

The performance situation in Indonesia has largely been described through research and media coverage. Unfortunately, the described situation still reveals a large number of supervisory contributions and performance that can be described as inadequate. On this basis, the Directorate of Education Personnel, Directorate General of Islamic Education, Ministry of Religion of the Republic of Indonesia, focuses on the development and development of supervisors within the context of improving education quality at the primary and secondary levels. Recruitment and selection, main tasks and functions, qualifications and competencies, career development and coaching, awards and protection, welfare, and other aspects up to dismissal and pension rights are all part of the supervision and development of supervisory personnel.

Permendiknas 12 of 2007 outlines the general government's efforts to standardize six competencies: personality competencies, academic supervision competencies, managerial supervision competencies, educational evaluation competencies, research and development competencies, and social competencies. The government's expectations in these regulations are, of course, only a wish if there is no genuine effort to achieve optimal supervisory development from recruitment to dismissal. Starting with these regulations, the goal of educational supervision is, of course, to improve educational quality. According to Suhardan (2010), the goal of academic supervision is to improve the learning process in order to improve the quality and learning outcomes.

Educational unit supervisors' professional performance can be seen in their performance as supervisors in carrying out their main tasks and functions, demonstrating good work performance or performance, and having an impact on improving the performance and quality of the madrasah they supervise. For example,

in school-based management, supervisors' performance will be seen indirectly in seeking how the madrasa head has a strong role in coordinating, mobilizing, and harmonizing all available educational resources, so that the madrasa's vision, mission, goals, and objectives are realized through the program - programs implemented in a planned and gradual manner. How can the madrasah head's management and leadership abilities be used to take initiatives to improve the quality of madrasas?

The function and role of the leader in the leadership management of Islamic educational institutions is as a motivator, event organizer, and even a determinant of policy directions that will determine how educational goals are generally realized. Productively realizing the institution's vision and mission in accordance with predetermined provisions (Husaini & Fitria, 2019).

The performance of educational unit supervisors influences how teachers implement PAKEM (active, creative, effective, and fun student learning), how teachers understand the implications of implementation, and how teachers use portfolio assessment in assessments. Furthermore, the performance of the education unit's supervisor is linked to the progress and existence of the madrasah committee, as well as the participation of parents and the community in education.

On the physical side, such as managing funds, employees, buildings, tools, and other physical facilities, a very important target, namely supervision of the learning process's implementation, receives less attention (Suhardan, 2010). This statement demonstrates that there is an impression that physical form supervision is the focus of supervision; this may be due to its ease of observation, but what is the meaning of facilities if they are not associated with improving the quality of learning? If these issues are not addressed, efforts to improve learning quality will be hampered.

As a result, it is possible to conclude that an effective supervisory system must adhere to several controlling principles, namely the existence of a specific plan and the delegation of instructions and authority to subordinates. Giving instructions and authority is carried out so that the controlling system is truly implemented effectively, clear authority and instructions must be given to subordinates, because it can be known whether the subordinates have carried out their duties properly, and it can be well supervised work on the basis of instructions given to subordinates. Activities include assessing and promoting educational implementation in a variety of educational units or madrasas, both public and private, that fall under their jurisdiction. The assessment is conducted to determine the level of quality based on the criteria (benchmarks) established for the implementation of education in madrasas. While coaching activities consist of providing direction, advice, and guidance (Husaini & Fitria, 2019).

In the case of human resource management, where school supervisors are part of the human resource strength, appointments in the Human Resource Management book are required. The following HR plans highlight new staffing requirements, specifically job vacancies filled through additional employee recruitment and development. Already available. Coaching teaches employees new knowledge, skills, and abilities, as well as qualified HR and the ability to adapt to the organization through HR planning, recruitment, selection, and induction. Prospective supervisors must be recruited and selected for educational units or madrasahs in order to produce quality supervisory resources, namely prospective supervisors who are qualified as professional supervisors. With a professional supervisor, it is expected that the supervisor's performance will improve and become more professional in the future. Furthermore, empowering must be supported by sufficient competence, both in terms of recruiting supervisors within the Ministry of Religion and the intensity with which candidate training refers to the six competency domains. However, guidance from the Ministry of Religion is required not only during recruitment, but also during tenure. Madrasahs, as Islamic educational institutions, have evolved with the times, undergoing adaptation, transformation, and modernization. Superior madrasahs, whether public or private, with model madrasah identities, scholarly individuals, or others, are emerging that are highly competitive and can even outperform the school without losing their identity.

According to the findings of this study, madrasah management plays an important role in the establishment of an effective madrasah. Thus, it is now recognized that a good learning process must be supported by an equally good management process. As a result, the managerial competence criteria that must be met are reasonable to demand. One of the factors identified as a performance constraint for MAN 1 Musi Banyuwasin is the low number of supervisors. Furthermore, by completing periodic written reports on the results of visits from these madrasahs, it is necessary to continue to strive to increase visits to madrasahs in accordance with the division of their respective fields of work.

Because there is only one Madrasah Aliyah Negeri 1 Musi Banyuwasin, the target of supervision only occurs within the State Madrasah Aliyah in Musi Banyuwasin, according to pre-research observations. According to the Ministry of Religion, Madrasah Aliyah Negeri 1 Musi Banyuwasin is the best madrasah in Musi Banyuwasin Regency. Academically, the most important criterion is that madrasah academic scores have been very good in the last five years. Students from this madrasah were among the top five in the Olympics in 2019. This madrasah is also rich in non-academic and religious achievements, and the teachers at the madrasah have an average Master's degree, indicating the level of achievement that teachers have.

To avoid bias issues, the authors have limited the scope of the problem in this study. The supervision in question is provided by madrasah supervisors within the Ministry

of Religion in accordance with the supervisory policy standards outlined in Minister of Religion Regulation No. 31 of 2013. The factors that support policy implementation, namely communication, resources, disposition, and bureaucratic structure, are discussed using the theory of Policy Implementation George Edward III cited by Winarno (2012). This study's supervisors came from the Musi Banyuasin 1 State Madrasah Aliyah, MA Nurul Islam Bayung Lencir, and MA Nurul Jadit Tungkal Jaya. Throughout this time, there has been the impression that there is no problem with the physical material, which is a critical target in supervision.

It is acknowledged that the availability of well-managed funds, staffing, equipment, and information systems are necessities in every madrasah, but this does not imply that the availability of these facilities is poorly understood in relation to quality learning. So far, many school administrators are unaware of their responsibilities or the functions they must perform. Especially when performing these roles and functions. This issue arose because, since the implementation of regional autonomy, many district heads/mayors appointed school supervisors who were not teachers or principals. School supervisors who are appointed from among former officials or service personnel in order to extend their retirement period, even if they have never been teachers or principals. Some have even been appointed to the "success team" of elected regents/mayors. Despite being appointed as school supervisors, they never received school supervisor training.

Based on the foregoing, the title of this study is Implementation of Supervision Standard Policies at MAN 1 Musi Banyuasin.

B. Methods

This study employs a descriptive qualitative approach, which prioritizes data research or the reality of the problem by disclosing what has been explored and disclosed by respondents, and the data collected is in the form of words, pictures, and not numbers (Moleong, 2016). This study will be carried out at MAN 1 Musi Banyuasin. This study lasted five months, from August to December 2021.

In this study, informants were chosen using purposive sampling, which means that researchers chose informants based on the assumption that informants can provide the desired information based on the research research problems via interview techniques. In other words, the chosen informants are key informants whose knowledge or involvement with the problem under investigation is unquestionable Arikunto (2012). This study does not employ variable control and manipulation, as well as questionnaires or tests. The techniques for data collection such as observation, interviews, and documentation.

C. Results and Discussion

The supervision of supervisor MAN 1 Musi Banyuasin plays a strategic role and function in advancing the Madrasah Aliyah under his supervision. With their knowledge and experience, these supervisors can inspire and encourage Musi Banyuasin Regency's school principals, teachers, and other education staff to continue to develop professionalism and improve their performance. The supervisor serves as a sharing partner and consultant for the school principal, providing a forum for advice and opinions on school management. Meanwhile, teachers' supervisors should become counselors and consultants in problem solving and improving learning quality (Djuhartono et al., 2021; Mujiono, 2020; Susmadiana et al., 2021).

The main purpose of the policy information on the Supervisory Standards for MAN 1 Musi Banyuasin is to increase knowledge and reduce uncertainty for information users, particularly school principals, teachers, and other school parties. Although information conveyed to principals, teachers, and other parties may be the result of data being entered into and processed by a decision model, in most complex decision making, information can only increase the likelihood of certainty or reduce the various options. The information provided to policymakers by this standard of control provides a potential risk factor at various levels.

The Supervisory Standards' information transformation Policy is a process component in the management of an information system that is useful for processing data into information so that information products for school principals, teachers, and other parties with an interest in the school can be produced. The smooth transformation of this policy information has gone through predetermined stages beginning with data collection, processing and analysis, presentation and dissemination, and ending with documentation. Overall ability is required to carry out activities in this management (Kroupis et al., 2019; Setyaningsih & Sunaryo, 2021).

According to the Head of Madrasah Education at the Office of the Ministry of Religion of Musi Banyuasin Regency in an interview on 18 October 2021 said that "the transformation of information on supervisory standard policies is in accordance with the nature and characteristics of the data and becomes information which is then presented statistically or visually for dissemination to the public. This sub-district has Aliyah-Madrasah Schools, which has been documented in our office. This process occurs gradually as well, following a mechanical sequence". Meanwhile, according to the Head of MA Nurul Jadid MUBA who explained that "in my opinion, the transformation of information here already has a process component in the management of a standard supervisory policy information system that has the ability to produce useful information for Madrasah Aliyah in this area. As a public body, the Ministry of Religion through the Madrasah education section always strives to ensure the public's right to obtain information about Madrasah Aliyah supervision carried

out by the Ministry of Religion through the Madrasah education section” (Interview, October 19, 2021).

Furthermore, according to the Head of MA Darul Hikmah MUBA added that “Indeed, in my opinion, the management of an information system needs to have the ability to implement a transformation mechanism, because the activities at that stage are a follow-up after the preparation of an information plan that is tailored to the needs, referring to the required information product results. As a result, in order to support the provision of quality information services regarding school supervision standard policies, the Ministry of Religion establishes a policy by appointing Information Management and Documentation Officers up to the Regional Work Unit level to produce information that is useful to the people of Banyuasin” (Interview, October 19, 2021).

Effective communication for leaders is a critical skill because planning, organizing, and controlling functions can only function through communication activities. In some situations, within the organization, a statement may appear between members of the organization, resulting in a communication breakdown. This statement has meaning for each member of the organization and explains that the fundamental problem is communication, because communication jams or failures can occur between individuals, within groups, or within organizations.

Based on the findings of the preceding interviews, it is possible to conclude that the transformation of information in MAN 1 Musi Banyuasin’s standard supervisory policies is effective and in accordance with applicable regulations. This is in accordance with the mandate of Public Information Disclosure Law Number 14 of 2008. Through the Supervisory Standard Policy for MAN 1 Musi Banyuasin, in accordance with the Minister of National Education of the Republic of Indonesia’s Regulation No. 31 of 2013 on Madrasah Standards. Flow of information with optimal service and presentation of quality information to create an intelligent and open-minded society.

Educational quality improvement programs, such as implementing integrated quality management, will not be successful if monitoring and evaluation are not followed up on. The management supervisory function is useful for ensuring that quality management implementation follows predetermined plans. The goal of supervision is to evaluate the strengths and weaknesses. Where things go wrong, they are reviewed and corrected right away. In other words, the presence of supervisors is necessary to ensure program implementation in quality improvement.

Communication

In an interview on 18 October 2021, the Head of Madrasah Education at the Office of the Ministry of Religion of Musi Banyuasin Regency stated that “transformation of information on standard supervision policies is in accordance with the nature and characteristics of the data and becomes information which is then presented statistically or visually for dissemination to schools.” This sub-district has a Madrasah Aliyah, which has been documented in our office. This process occurs gradually as well, following a mechanical sequence”. Meanwhile, according to the Head of MA Nurul Jadid who explained that “In my opinion, the transformation of information here already has a process component in managing the information system for standard supervisory policies which has the ability to produce useful information for Madrasah Aliyah in this area. As a public body, the Ministry of Religion through the Madrasah education section always strives to ensure the public’s right to obtain information about Madrasah Aliyah supervision carried out by the Ministry of Religion through the Madrasah education section” (Interview, October 19, 2021).

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Human Resources

“The information submitted by the agency regarding the results of supervision in our school is quite clear,” said Musi Banyuasin, Head of MAN 1. This information will help us understand how learning is implemented in schools. The clarity of the information provided influences implementation decisions in schools” (Interview, October 19, 2021).

Furthermore, the Director of MA Darul Hikmah stated, “I see the information submitted by the Ministry of Religion.” It is not difficult to convey information through the Madrasah education section. Furthermore, information is always kept up to date in accordance with current developments. The success or failure of the communication process is determined by each individual’s perception of the information conveyed (Istanti et al., 2020; Van Waeyenberg et al., 2022). As a result, the information conveyed must also be clear so that the school and community do not have conflicting perceptions” (Interview, October 19, 2021).

According to the Head of Madrasah Education at the Office of the Ministry of Religion of the Musi Banyuasin Regency, he explained that “In my opinion, the regional government should have had proper planning regarding the budget for school supervision. This school governing body plays a strategic role in overseeing the development of educational quality and policies in this region. If the budget for this supervision is reduced, the educational supervision activity will fall short of its goal (Nasib Tua Lumban Gaol, 2018; Puspitasari, 2018). How can program activities be completed on time, on budget, and with high quality if the funds alone are insufficient to support the program?” (Interview, October 18, 2021).

Musi Banyuasin, the Head of MAN 1, added, “Various activity proposals that have been prepared and submitted to the local government are frequently not approved. Meanwhile, the school superintendent must continue to carry out his duties and functions in the supervision, mediation, and becoming a school partner process. Furthermore, the lack of a budget makes the process of evaluating and supervising education difficult. Because, in order to get effective results, you must, of course, make a proper working visit to the Madrasa. Particularly if the task is to assist educational programs” (Interview, 18 October 2021).

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Disposition

According to the Head of Madrasah Education at the Office of the Ministry of Religion of Musi Banyuasin Regency who said that “Our attitude as executors of standard supervision policies is recognized that in implementing policies there are still some of

our employees who do not carry out the policies desired by their leaders. As a result, those appointed and chosen to be policy implementing officers must be people who are committed to the policies that have been established, and more specifically to the interests of the community (Interview, October 18, 2021).

Furthermore, the Head of MAN 1 Musi Banyuasin explained that “I see a problem with the attitude of policy implementers in terms of school supervision standards not being carried out by manipulating incentives. People move primarily to pursue their own interests, and policymakers’ manipulation of incentives influences the actions of policy implementers. Increasing certain operational funds could be a motivator for school administrators to follow through on orders (Interview, 19 October 2021).

Bureaucratic Structure

According to the Head of Madrasah Education at the Musi Banyuasin Regency Office of the Ministry of Religion explained that “SOPs in the school supervision policy are still an obstacle to the implementation of this policy. In implementing policies issued by the Office, the Ministry of Religion’s Madrasah education section continues to use old ways of working and old employees. As a result, the greater the policy requires changes in the ways that are common in an organization, the more likely it is that SOPs will impede its implementation” (Interview, October 18, 2021).

According to the Madrasa Superintendent at the Musi Banyuasin Regency’s Ministry of Religion, “in addition to impeding the implementation of supervisory standard policies. This SOP also issues rigid planning procedures and weak control over flexible programs, and it is incapable of adapting to the bureaucracy’s new responsibilities (Interview, 18 October 2021).

According to the Head of Madrasah Education Section at the Office of the Ministry of Religion of Musi Banyuasin Regency who explained that “In this policy, the bureaucratic work system is top-down, the programs implemented are multi-functional, so that more and more parts of the Ministry of Religion through the Madrasah education section are involved. Many sections are involved in this policy, both vertically and horizontally in the policy bureaucracy’s structure, making this bureaucracy vulnerable to conflicts of interest, and program revisions are difficult to implement” (Interview, October 18, 2021).

Furthermore, according to the Head of MAN 1 Musi Banyuasin MA supervision at the Office of the Ministry of Religion of Musi Banyuasin Regency, “the vertical relationship within the Ministry of Religion through the Madrasah Education Section is interpreted as a relationship of authority and responsibility between sections of different levels. The greater the distance between the decision makers and the lowest implementers in this organization, the longer the time it takes to make decisions in

accordance with this supervisory standard policy. the greater the likelihood of miscommunication and deviation from objectives. In this case, clear and detailed Implementation Guidelines and SOPs are usually required, as well as strict supervision to ensure that implementation follows a predetermined structure” (Interview, October 18, 2021).

Table 1. Dimensions of Madrasah Supervision Standard Policy Implementation at the Ministry of Religion, Musi Banyuasin Regency

Dimension	Indicator	Result
Communication	1. Information Transformation	Good
	2. Information Clarity	Good
	3. Information Consistency	Good
Human Resources	1. Human Resources	Fair
	2. Fee Allocation	Fair
	3. Facility	Fair
Disposition	Attitude of Policy Executors	Fair
Bureaucratic Structure	1. Standard Operation Procedure (SOP)	Fair
	2. Bureaucratic Structure	Fair

D. Conclusion

In terms of the overall communication dimension in the study, it can be stated that there has been communication between the government and Madrasahs via the Musi Banyuasin Regency's Office of the Ministry of Religion. In order to create an intelligent and broad-minded society, quality indicators of information transformation must be used. Indicators of Information Clarity and Consistency of Information Provided with Opinion Formers that use the aspirations of the madrasah or community as the foundation for implementing public policy decisions.

Due to a lack of training, technical guidance, and training, madrasah supervisors have not worked in accordance with the professional demands of supervisors in the human resources dimension. Budget indicators alone will not suffice. The Ministry of Religion has yet to develop a proper budget for education supervision. Facilities and infrastructure indicators. In carrying out administrative operational tasks, there is a lack of operational vehicles, materials, and computer or laptop equipment. Policy implementers do not carry out orders properly, according to the Attitude of Policy Executors dimension. Because there is no incentive program for school supervisors, their performance remains poor. The Bureaucratic Structure Indicator determines decision makers and implementers in the Standard Operational Procedure (SOP) dimension. This policy bureaucratic structure exposes the bureaucracy to conflicts of

interest, resulting in delays in standard supervisory policy decisions, deviations in objectives, and employee miscommunication.

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