



Implementation of Principal Academic Supervision in Increasing Teacher Professionalism at MTs NU Putri 3 Buntet Pesantren Cirebon

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ABSTRACT: *Academic supervision is a process undertaken by school principals to help teachers improve their abilities in managing effective learning. The aim of this research is to find out 1) the principal's academic supervision in increasing teacher professionalism at MTs NU Putri 3 Buntet Pesantren Cirebon 2) the principal's strategy in increasing teacher professionalism at MTs NU Putri 3 Buntet Pesantren Cirebon 3) teacher professionalism through academic supervision in MTs NU Putri 3 Buntet Pesantren Cirebon. The method used in this research is a qualitative research method with a descriptive approach. The research subjects are school principals, curriculum deputies, heads of administration, and teachers. Data collection techniques are by means of observation, interviews, and documentation. The results of this research show that there are four stages in academic supervision, namely planning, implementation, evaluation and follow-up in order to increase teacher professionalism. The principal's strategy must be based on a SWOT analysis of Strengths, Weaknesses, Opportunities and Threats. Threat) which aims to increase teacher professionalism. As a professional teacher, teachers must have the abilities and skills to master four competencies, namely pedagogical competence, social competence, personality competence, and professional competence. Based on research results, the implementation of academic supervision in increasing teacher professionalism at MTs NU Putri 3 Buntet Islamic Boarding School has been implemented well and can run in accordance with the goals and objectives of academic supervision.*

Keywords: *Supervision Madrasah Principal Strategy, Teacher Professionalism*

INTRODUCTION

Supervision or better known as learning supervision has basic concepts that are interrelated. In the basic concept of supervision, several concepts of supervision are explained. Supervision has a good influence on the development of learning in Indonesia so that educators have creative, active and innovative abilities and with supervision, the principal as a supervisor will know how to supervise and supervise good learning (Srihayati et al., 2021).

In an effort to improve and improve the learning process carried out by teachers, the principal

is in charge of organizing and carrying out supervision activities. This task is quite important because through the role of supervisor, the principal can provide assistance, guidance, or services to teachers in carrying out their duties or in solving problems faced during the learning process. One of the efforts to improve teacher professionalism is through supervision. Educational supervision is an assistance to improve teachers' professionalism through discussions in pairs or groups about the study of education and development problems to find solutions to various development alternatives to improve professionals (Suraiya, et al., 2016).

Teacher professionalism is the ability of teachers to perform their main duties as educators and teachers, including the ability to plan, implement, and evaluate learning. A teacher who has high professionalism will be reflected in his mental attitude and commitment to improving professional quality. Professional teachers will always develop themselves according to the demands of the times so that their existence always gives professional meaning.

Based on the academic supervision activities of the head of the madrasah, it shows that the professionalism of teachers is still faced with problems including: (1) the academic supervision activities of the head of the madrasah have not been scheduled, 2) the lack of supervision of the teacher's performance 3) the facilities and infrastructure are inadequate so that it determines the comfort of teaching and learning in the classroom. Therefore, academic supervision by the head of the madrasah is needed, namely by paying attention to the management of the teaching and learning process, especially to see firsthand the learning process in the classroom carried out by the teacher, and ultimately to improve the professionalism of the teacher.

The purpose of this study is to find out 1) the academic supervision of the principal in improving the professionalism of teachers at MTs NU Putri 3 Buntet Pesantren Cirebon 2) the strategy of the principal in improving the professionalism of teachers at MTs NU Putri 3 Buntet Pesantren Cirebon 3) the professionalism of teachers through academic supervision at MTs NU Putri 3 Buntet Pesantren Cirebon. The method used in this study is a qualitative research method with a descriptive approach. The subjects of the study are the principal, the vice curriculum, the head of administration, and the teacher. Data collection techniques by means of observation, interviews, and documentation.

Based on research conducted by Ahmad Muflih Akbar Romadlon (2020) with the thesis title "The Implementation of Principal Supervision in Improving Teacher Performance Professionalism at SD IT Alam Zaid bin Tsabit II Kaliangkrik" The research focuses on the application of academic supervision of school principals, then the professionalism of teacher performance in the field of coaching and learning for students. The difference is that the researcher focuses on academic supervision, the principal's strategy, and improving the professionalism of teachers.

Based on research conducted by Sefiya Yayab (2021) with the thesis title "Implementation of Academic Supervision During the Covid-19 Period at Mts Fadhilah Pekanbaru" which shows the results that supervision planning uses a collaborative approach, which was prepared at the beginning of the year, the type of program includes annual programs, even though during the pandemic both the planning and implementation of academic supervision programs are still running well. The implementation is in the form of monitoring teachers' teaching activities through e-learning, while the evaluation is carried out at the end of the semester to measure the success of a supervision approach carried out by the head of the madrasah. The difference is that it focuses more on academic supervision, principals' strategies and improving professionalism at MTs NU Putria 3 Buntet Pesantren Cirebon. Based on research conducted by Cinthiya Dyah Ayu Aji, Citra Alamdhani Nunuk Hariyati (2020), discussing "The Implementation of Academic Supervision in Improving Teacher Professionalism".

The research method he conducted uses the method of writing a literature study that uses conceptual research and is related to ideas and theories, using national journals. Meanwhile, the researcher uses a qualitative method that is descriptive, where in this study the emphasis is more on the picture, circumstances and processes than the results of an activity. So that the data obtained by the author can be described rationally and objectively in accordance with the reality in the field through field observation data collection techniques, interviews and documentation. Observation is an observation process from the beginning of the research to the end of the research. Then, the researcher put the results together in the form of words or sentences, not numbers. Meanwhile, interviews are a method of collecting data through question and answer activities, which are carried out systematically and based on research objectives. Then documentation, which is the process of obtaining information derived from data in the form of archives (documents), because this document is a source of data in the form of written or folio.

Supervision comes from two words, namely "super" and "vision". Super means tall, top and vision means seeing, so supervision is seeing from above. Terminologically, supervision is a person who sees that he has a higher ability than he sees. (Hariyati, 2020).

Academic supervision is an arrangement of activities that can help educators or teachers in developing their ability to manage the learning process to achieve learning goals. The essence of academic supervision is basically not to assess the performance of teachers in managing the learning process, but to help teachers develop their professional abilities (Imam Machali, 2016)

The purpose of academic supervision is emphasized on improving the quality of teacher performance in the teaching and learning process by improving the quality of teachers as teachers. In Sagala's opinion, the purpose of supervision is to help teachers improve their abilities to become better and professional teachers in carrying out teaching (Syaiful Sagala, 2013: 105). The purpose of academic supervision also has a function, the function of academic supervision, namely assessing and improving factors that affect the learning process of students. Meanwhile, Briggs revealed that the main function of supervision is not to improve learning but to coordinate, stimulate and encourage the growth of teachers. The purpose of academic supervision is to improve the professional ability of teachers in improving the learning outcome process through providing assistance and services to teachers to obtain quality, fun, and innovative results for students at school. So, the results of academic supervision function as a source of information for the development and improvement of teacher professionalism.

The scope of academic supervision that must be known by supervisors so that the object in their study is directed and not wrong in their study includes (Dewi Alfiani, 2019):

1. Implementation of the applicable Curriculum.
2. Planning, implementation, and assessment of the learning process by teachers.
3. Achievement of graduate competency standards (SKL), process standards, content standards, and implementing regulations.

In carrying out academic supervision activities, it is necessary to pay attention to the principles of academic supervision in order to create a good relationship between the principal, teachers and all parties involved. The principles in carrying out academic supervision are:

- a. *Praktis*, which means that it is easy to do according to school conditions.

- b. Systematic, meaning that it is developed according to the planning of the supervision program and in accordance with the learning objectives.
- c. Objective, meaning input according to the aspects of the instrument.
- d. Realistic, meaning based on real reality.
- e. Anticipatory, meaning being able to deal with problems that may occur.
- f. Constructive, which means developing teachers' creativity and innovation in developing the learning process.
- g. Cooperative, meaning that there is good cooperation between supervisors and teachers in developing learning.
- h. Family, means considering each other's honing, love, and nurturing in developing learning.
- i. Democratic, meaning that supervisors must not dominate the implementation of academic supervision.
- j. Active, meaning teachers and supervisors must actively participate.
- k. Humanist, which means being able to create harmonious, open, honest, steady, patient, enthusiastic, and humorous human relationships.
- l. Continuous, meaning that academic supervision is carried out regularly and continuously by the principal/madrasah.
- m. Integrated, meaning integrated with educational programs.
Comprehensive, meaning it meets the objectives of academic supervision.

Academic supervision techniques greatly determine the success or not of the implementation of supervision. Academic supervision techniques can be classified into two types, namely individual supervision techniques and group supervision techniques. Individual supervision techniques are the implementation of individual supervision of teachers, so that the results of the implementation of the results of this supervision will be known the quality of learning Furthermore, it is stated that there are five types of individual techniques, namely:

- a. Classroom visits, are a teacher coaching technique by the principal to observe the learning process in the classroom with the aim of helping teachers in overcoming problems faced by teachers in the classroom.
- b. Classroom observation is an activity of carefully observing the learning process in the classroom with the aim of obtaining objective data related to aspects of the learning situation and teachers' difficulties in trying to improve the learning process.
- c. Individual meetings are meetings, conversations, dialogues, and exchanges of ideas between supervisors and teachers.
- d. A visit between classes, is a teacher who visits another class in the school itself with the aim of sharing experiences in learning.
- e. Self-assessment is a self-assessment carried out by oneself objectively, thus self-honesty is needed.

Group supervision techniques are one way to carry out a supervision program that is shown to two or more people. Teachers who will be supervised based on the results of needs analysis, and teacher performance ability analysis, are then grouped based on teacher needs. Then teachers are given supervision services according to the problems or needs that are needed. In group supervision

techniques, there are several activities that can be carried out, including the following: holding meetings or meetings, group studies between teachers of similar subjects or subject teacher deliberations (MGMP), workshops, demonstrations, holding *in-service training*, holding group *discussions*, seminars and scientific meetings.

The approach used to apply supervision is often based on psychological principles, there are three types, namely:

a. Direct Approach

The supervisor gives direct direction to the head of the madrasah and the supervised teachers so that the supervisor's behavior is more dominant.

b. Non-Direct Approach

The supervisor's behavior in this approach is listening, reinforcement, explaining, presenting, and solving problems, and this will be done on an ongoing basis.

c. Collaborative Approach

In this approach, supervisors, principals, teachers, and school staff work together and agree to establish structures, processes, and criteria in carrying out the conversation process on the problems faced.

The stages of academic supervision that must be carried out by supervisors include planning, implementing, evaluating, following up and reporting. (Imam Machali, pp. 147-149)

a. Planning

Planning is the first stage in carrying out supervision. Things that must be prepared in this planning are the determination of supervision time, supervision instruments, supervision materials and so on.

b. Implementation

In the implementation of this supervision, a supervisor considers the methods, approaches and techniques of supervision that are implemented.

c. Evaluation

Evaluation in educational supervision activities is a series of steps to assess, determine a predetermined learning process activity to then become a consideration and supervision decision.

d. Follow-up

The results of supervision need to be followed up in order to have a real impact to improve teacher professionalism. The follow-up is in the form of strengthening and rewarding; reprimands of an educational nature; and the opportunity to participate in further training and training.

The principal's strategy should be based on a SWOT analysis and consider the external and internal environment of the madrasah. A good madrasah head strategy must be able to overcome challenges and take advantage of existing opportunities, as well as optimize the resources they have to achieve long-term goals. Some examples of madrasah development strategies are improving the quality of teaching and learning, improving the quality of facilities and infrastructure, increasing student participation in extracurricular activities, increasing parental involvement, and increasing cooperation with the surrounding community (Rostikawati, 2022).

The factors in the SWOT analysis consist of four factors, where (Machali, 2016) provides an explanation of these factors, as follows:

1. Strengths

Skills or excellence are a special competency at the core of the organization. Strength is an added value for companies or organizations in facing existing competition. And can satisfy stakeholders and customers for fulfilling their needs and desires.

2. Weakness

Weaknesses are the limitations/shortcomings in one or more resources/capabilities of a company relative to its competitors, which are obstacles in meeting customer needs effectively.

3. Opportunities

Opportunity is an important situation that gives an organization profit. This factor usually comes from the company's external environment, for example, the company's increasing relationship with suppliers or buyers.

4. Threats

After there is an important situation that is favorable, now there is also an important situation that is detrimental to the organization called a threat. Where is a condition that threatens organizational stability or hinders performance. Just as changes in government regulations can be a threat to a company's success.

Teacher professionalism consists of two syllables, each of which has its own meaning, namely the words Professionalism and Teacher. Viewed in terms of language (etymology), the term professionalism comes from the English profession which means position, work, livelihood, who has expertise (S. Wojowasito, 1982:162). That teacher professionalism is a state of the teacher where he has a soul calling to his work in teaching which is constantly to be developed.

Teacher Competence Based on Law Number 14 of 2005 concerning Teachers and Lecturers in Chapter IV Article 10 states that there are four competencies of teacher personality competencies, namely pedagogic competence, personality competence, professional competence, and social competence. (Sakti, 2017)

1. Pedagogic Competence

Pedagogic Competence is the ability to manage student learning which includes understanding students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize their various potentials.

2. Personality Competencies

E. Mulyasa stated that what is meant by personality competence is a steady, stable, mature, wise, and authoritative personality ability, being an example for students, and having noble character. This means that teachers have a strong personality attitude, so that they can be a source of inspiration for students.

3. Professional Competencies

According to E. Mulyana, professional competence is the ability to master learning materials broadly and in-depth that allows guiding students to meet the competency standards applied in the National Education Standards.

4. Social Competence

Social competence is the ability of teachers as part of society to communicate and associate effectively with students, fellow educators, education staff, parents/guardians of students and the surrounding community.

METHOD

This research uses descriptive qualitative research, which is according to what is in the field. It is called qualitative research because this research uses qualitative data so that the analysis also uses qualitative (descriptive) analysis to describe or describe, analyze, explain naturalistic field findings or as they are according to field conditions.

The qualitative research method, according to Sugiyono, is called a new method, because it has been unpopular for a long time, so it is called the post-positivist method because it is based on the philosophy of post-positivism. This method is also called the artistic method, because the research process is more artistic. (less structured) and called interpretive methods because research data is more concerned with the interpretation of data found in the field. This method is also often called a constructive method because with qualitative methods it can be found that scattered data can be found and then built into a theme that is more meaningful and easy to understand (Scott, 2022)

This research uses descriptive qualitative research, which is according to what is in the field. It is called qualitative research because this research uses qualitative data so that the analysis also uses qualitative (descriptive) analysis to describe or describe, analyze, explain naturalistic field findings or as they are according to field conditions.

The research chose the location of the research at Madrasah Tsanawiyah Nahdatul Ulama Putri 3 Buntet Pesantren Cirebon located on Jl. Buntet Pesantren, Mertapada Kulon, Astana JPAPURA District, Cirebon Regency, West Java Province, 45181. The reason for choosing the research location at MTs NU Putri 3 Buntet Pesantren Cirebon is because the academic supervision activities of the principal show that the professionalism of teachers is still faced with problems including the academic supervision activities of the principal that have not been scheduled, the lack of supervision of teacher performance, and the facilities and infrastructure are inadequate.

The data collection technique used by the researcher is to collect data directly in the field (*descriptive*) and in accordance with the existing facts without manipulating the results found. As for the appropriate data collection techniques, there are several ways carried out by researchers, namely by observation, interviews and documentation in the collection of research data (Sahir, 2021)

a) Observation

Observation or observation is a daily human activity by using the five senses of the eye as the main aid, in addition to other senses such as the ears, nose, mouth, and skin. Therefore, observation is a person's ability to use his or her observation through the work of the five senses of the eye and assisted by other five senses (Bungin, 2013)

b) In-Depth Interviews

An interview is a conversation with a specific intention that involves two parties, namely the interviewer (*interviewer*) who asked questions and were interviewed (*interviewee*) that provides the answer to that question (Moleong, Lexy, 2006)

c) Documentation

Documentation is a record of past events, which can be in the form of writings, drawings or monumental works of a person (Scott, 2008)

RESULT AND DISCUSSION

Results

The results of this research were obtained by conducting observations, interviews, and documentation. Interviews with Madrasah Heads, Administrative Heads, Administrative Staff, and Teachers.

1. Academic Supervision of Principals in Improving Teacher Professionalism at MTs NU Putri 3 Buntet Pesantren Cirebon. Supervision activities will produce maximum performance by making reforms in teaching methods, learning tools, and teacher readiness in teaching.

Based on the results of the above interviews, the implementation of academic supervision activities of the school principal began with the head of the madrasah forming a supervision team. The supervision team consists of the head of the madrasah, the curriculum officer and senior teachers who have been appointed by the head of the madrasah to supervise other teachers. Then after the supervision team is formed, it is to determine the schedule for the implementation of supervision and the instruments that will be used to carry out academic supervision.

The results of the study show that the implementation of academic supervision activities at MTs NU Putri 3 Buntet Pesantren Cirebon has followed procedures at the implementation stage starting from planning, implementation, evaluation to follow-up. With the aim of improving the professionalism of teachers.

School Principal's Strategy in Improving Teacher Professionalism at MTs NU Putri 3 Buntet Pesantren Cirebon

In this study, the principal's strategy in improving teacher professionalism is based on a SWOT analysis. By using SWOT analysis, you can overcome challenges and take advantage of existing opportunities and optimize your resources to achieve long-term goals. By maximizing the strengths and opportunities they have and reducing or overcoming existing weaknesses and threats.

Based on the principal's strategy as developed above, it can be emphasized that the principal's strategy is in accordance with the SWOT analysis which contains *Strengths*, *Weaknesses*, *Opportunities*, and *Threats*. From the results of research at MTs NU Putri 3 Buntet Pesantren Cirebon regarding the principal's strategy, namely by providing guidance to education personnel or teachers so that they can improve their competence. In addition, with the strategy implemented by the principal, namely being able to optimize the management of facilities and infrastructure, create a quality educational environment, improve student academic achievement, build harmonious cooperation between all stakeholders, and achieve the vision and mission of the school.

Teacher Professionalism through Academic Supervision at MTs NU Putri 3 Buntet Pesantren Cirebon. From the results of research at MTs NU Putri 3 Buntet Pesantren Cirebon regarding teacher professionalism, namely teacher competence through pedagogic competence, social competence, personality competence, and professional competence. Because with the presence of professional school principals and teachers, it will lead to quality and quality education.

Discussion

Academic Supervision of Principals in Improving Teacher Professionalism at MTs NU Putri 3 Buntet Pesantren Cirebon

In academic supervision activities, the principal can update teaching methods and learning tools by understanding the supervision implementation procedures, namely by determining planning by making supervision schedules, supervision techniques, and supervision instruments. Then the next stage is the implementation by visiting the classroom that will be supervised by bringing the

instruments that have been prepared. After implementation, it enters the evaluation and follow-up stage which aims to improve teaching methods.

School Principal's Strategy in Improving Teacher Professionalism at MTs NU Putri 3 Buntet Pesantren Cirebon

The strategy of the madrasah head must be based on a SWOT analysis and consider the external and internal environment of the madrasah. A good madrasah head strategy must be able to overcome challenges and take advantage of existing opportunities, as well as optimize the resources they have to achieve long-term goals.

From the SWOT analysis, effective education strategies can be developed by maximizing their strengths and opportunities, as well as reducing or overcoming existing weaknesses and threats.

Teacher Professionalism at MTs NU Putri 3 Buntet Pesantren Cirebon

The success of students is also determined when participating in learning. That way, professional teachers are needed to support the improvement of the quality of education itself, through a learning process that is not only focused on delivering material, but also has an impact on changing students' behavior and knowledge. That way, professional teachers must have good performance and in accordance with educational standards.

From the results of research at MTs NU Putri 3 Buntet Pesantren Cirebon regarding teacher professionalism, namely teacher competence through pedagogic competence, social competence, personality competence, and professional competence. Because with the presence of professional school principals and teachers, it will lead to quality and quality education.

CONCLUSION

Based on the results of research conducted at MTs NU Putri 3 Buntet Pesantren Cirebon about the academic supervision of school principals in improving teacher professionalism, it can be concluded as follows:

1. Academic Supervision of Madrasah Heads in Improving Teacher Professionalism at MTs NU Putri 3 Buntet Pesantren Cirebon, namely in the implementation of academic supervision of the head of the madrasah begins with the establishment of a supervision team by the head of the madrasah, then the supervision team prepares an academic supervision program starting from planning, implementation, evaluation, and follow-up by determining goals, objectives, making a schedule for the implementation of supervision, and reviewing supervision instruments. In order to improve the professionalism of teachers at MTs NU Putri 3 Buntet Pesantren Cirebon.
2. The Principal's Strategy in Improving Teacher Professionalism at MTs NU Putri 3 Buntet Pesantren Cirebon must be based on SWOT analysis and consider the external and internal environment of the madrasah. A good madrasah head strategy must be able to overcome challenges and take advantage of existing opportunities, as well as optimize the resources they have to achieve long-term goals.
3. Teacher Professionalism Through Academic Supervision at MTs NU Putri3 Buntet Peesantren Cirebon, namely as a professional teacher must always improve knowledge abilities, attitudes and skills continuously. In addition, teachers must be able to manage and guide or direct their students. Teachers are expected to be able to carry out their duties professionally by having and mastering four teacher competencies, namely pedagogic competence, personality competence, social competence, and professional competence.

Suggestions that can be given related to this research are:

a. Theoretically

This research is expected to increase scientific knowledge for other researchers to conduct follow-up research or similar research with academic supervision in improving teacher professionalism and can solve problems in improving teacher professionalism.

b. Practically

For researchers, it is further expected to develop and review more sources and references related to supervision in order to expand the scope of research related to academic supervision in improving teachers' professional competence.

For the Head of Madrasah, this research is expected to provide understanding and add information as well as updates to the academic supervision program in improving teacher professionalism.

c. For teachers, it is hoped that they can be motivated to try to do their best in improving and developing professionalism.

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