Academic Supervision of Madrasah Heads in Improving the Teacher's Performance of Madrasah Tsanawiyah Negeri 2 Tangerang City

Samsudin[1], Abdul Rahman[2], Iim Wasliman[3], R. Supyan Sauri[4]
[1,2,3,4]Universitas Islam Nusantara, Bandung, Indonesia
Email: nurulamal0102@gmail.com

Abstract

This research aims to understand and analyse the academic supervision of Madrasah principals in improving teacher performance at Madrasah Tsanawaiyah Negeri 2 Tangeran City. The research method used was descriptive method with a qualitative approach. Data collection techniques include observation, interviews and documentation. The data analysis technique includes four components, namely, data collection, data reduction, data presentation and drawing conclusions. The research results show that the academic supervision of the madrasa head in improving teacher performance at Madrasah Tsanawaiyah Negeri 2 Tangerang City includes checking the syllabus, annual program, semester program and lesson plans made by the teacher periodically. The supervision model used is a clinical supervision model with a collaborative approach and the techniques used include individual and group techniques. Scheduled supervision is carried out at the beginning and end of each semester, while informally it is carried out every day in guidance or coaching. The obstacles faced in the implementation of academic supervision of madrasa heads at Madrasah Tsanawaiyah Negeri 2 Tangerang City, the main obstacle is time. Factors that influence supervision include internal factors such as intellectual ability and personality, teaching motivation, concern of the madrasah principal, discipline and the presence of teachers.

Keywords: *Supervision; Academic; Teacher Performance; Madrasah Tsanawiyah.*

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A. INTRODUCTION

The success of education is largely determined by the competency of the madrasah head in managing the resources available in the madrasah. Sriwahyuni, Kristiawan & Wachid (2019) stated that the presence of a madrasah head influences the progress of the madrasah, because it is the key to the success of a madrasa. The head of the madrasah is one element of education that plays an important role in improving the quality of education. In simple words, a school principal can be described as a teacher who has a special role to lead a school where the learning process takes place, namely the place where teachers teach and students learn.

In general, the role and duties of a madrasah head cover five competencies as stated in the Minister of National Education Regulation Number 13 of 2007 concerning Standards for Madrasah Heads. These competencies involve aspects of personality, management, entrepreneurship, supervision, and social interactions. All these competencies must be possessed by the head of the madrasah so that he can develop madrasah educational institutions to be more effective and efficient. Improving the quality of learning can be achieved through the quality of the creative and innovative managerial abilities of school principals in managing schools (Rositini, et al, 2022).

Krisdiyanto & Istiqomah (2019) The role of the teacher is very important, namely the person who is responsible for educating the lives of students and is responsible for all attitudes, behaviour and actions in order to develop students to become people who are moral, capable and useful for the homeland and nation. Optimal teacher performance is the dream of every school. The teacher's role in the implementation and success of education is very strategic. Teachers are professional staff who are tasked with planning and implementing the teaching and learning process, evaluating learning outcomes, providing guidance and training, conducting research, and providing community service.

Suprihatiningrum (2013) teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education in the formal education, primary and secondary education channels. Zulfakar, Lian & Fitria (2020) Increasing teacher performance will have an impact on increasing teacher activities, including how a teacher plans and carries out learning activities, and assesses or evaluates students' learning outcomes. Because teachers have an important role in the world of education, they must have good performance (Leniwati & Arafat, 2017).

Increasing teacher professionalism and the role of supervisor is very important. Academic supervision concerns the supervisor's task of guiding teachers to improve the quality of learning, so that in the end it can improve student learning achievement. Teachers still feel that the job of supervisors is to assess teacher performance, especially from an administrative perspective. Instead of providing assistance to strengthen the capacity of teachers in carrying out their professional duties. As a result of this perception, teachers feel stiff in interacting with supervisors, afraid of their superiors, do not dare to take the initiative, wait for instructions, and other bureaucratic attitudes as a result of the behaviour of madrasah supervisors and madrasah supervisors.

Hasan & Anita (2022) Academic supervision is carried out through coaching, observation, and competency assessment and teacher performance evaluation which aims to assist teachers in improving their ability to organize and manage learning activities in schools, such as preparing learning administration, the ability to make learning implementation plans, implementing methods and choosing the use of tools and materials that are appropriate to the content of the material as well as the ability to evaluate student learning outcomes through authentic assessments. Jasmani & Mustafa (2013) The supervisor's role is to provide guidance, direction, and demands for the teacher's teaching and learning process for improvement. This improvement step is aimed at making the teaching and learning process as well as the roles and duties of teachers more professional and as idealized as the profession. The manifestation of increasing teachers' professional abilities is an effort to help teachers who are not yet mature to become mature, those who are not yet able to manage to become able to manage, those who do not yet meet the qualifications to become qualified, those who have not yet been accredited to become accredited.

It is important for supervision to be carried out by the head of the madrasah because it is one of the management functions or processes that must be implemented in real terms in the madrasah. Which serves as an effort to improve and improve teacher performance. Maximum results at a madrasa are determined by the quality of academic supervision and the high dedication of the teachers at the madrasa. And one of the efforts to improve the academic quality and service spirit of teachers in a madrasah is through supervision activities carried out continuously by the madrasah head. The reality in the field in general is that the supervision function has not been carried out professionally in accordance with the nature of supervision itself.

Madrasah Tsanawiyah Negeri 2 Tangerang City is also a religion-based state Madrasah in the city of Tangerang which has a vision of creating a superior, faithful, knowledgeable and noble generation. Madrasah Tsanawiyah Negeri 2 Tangerang City achieved many achievements in academic and extracurricular fields. Therefore, it is not surprising that there is an increase in students every year. The head of the madrasah carries out supervision once every semester. Apart from that, apart from the program that has been determined, the madrasah head also supervises teachers whose nature is more about sharing carried out individually and in groups. At Madrasah Tsanawiyah Negeri 2 Tangerang City there is also a supervisory team that assists the head of the madrasah in carrying out supervision. This supervisory team is usually called the senior teacher team, which helps teachers where the teacher has problems in relation to teaching and learning. The success of the two madrasahs above in achieving graduation for their students in taking the national exams and madrasah exams as well as academic and non-academic achievements cannot be separated from the implementation of academic supervision of madrasah heads in improving teacher performance. Therefore, researchers consider it necessary to examine how the academic supervision of madrasah heads in improve teacher performance.

B. METHODS

This research uses a comparative descriptive method with a qualitative approach, namely describing and analysing the implementation of academic supervision by the head of the madrasah to improve teacher performance at Madrasah Tsanawiyah Negeri 2, Tangerang city. The descriptive research method is a research method that is widely used in research that aims to explain an event (Sugiyono, 2011:12). The approach used is a qualitative approach, where the data collected is presented in the form of descriptive descriptions. This comparative descriptive research is aimed at finding differences in various problems including the preparation of academic supervision programs, the implementation of academic supervision, and the efforts of madrasah heads in implementing academic supervision to improve performance. teachers in the environment where the research is carried out. The research subjects were the head of the madrasah, deputy head of the madrasah, and teachers at the Madrasah Tsanawiyah Negeri 2 Tangerang city. It is hoped that this research will be able to find and describe data in a comprehensive and complete manner regarding the academic supervision of madrasah heads in improving teacher

performance. Data collection techniques include observation, interviews and documentation. The data analysis technique includes four components, namely, data collection, data reduction, data presentation and drawing conclusions.

C. RESULTS AND DISCUSSION

1. Scope of Academic Supervision of Madrasah Heads in Improving Teacher Performance at Madrasah Tsanawiyah 2 Tangerang City

The scope of academic supervision of madrasah heads in improving teacher performance includes learning program planning (learning implementation plan documents), implementation of the learning process (learning observation), learning evaluation (post observation), follow-up. This scope is realized through strategic programs and activities at Madrasah Tsanawiyah 2, Tangerang City and can be described as several programs below, namely:

a. The curriculum development program and strategic activities include; development and preparation of KTSP documents as well as a review of KTSP documents, preparation of the Javanese language mulok syllabus, implementation of remediation and enrichment. Indicators of the success of the program include; the preparation of KTSP Madrasah Tsanawiyah 2 Tangerang City in each academic year, the preparation of KTSP document 2 revised editions in each academic year, the implementation of remediation and enrichment activities for certain subjects.
b. The guidance and counseling (BK) program and its strategic activities include; implementation of guidance and counseling and provision of a special BK room. Indicators of the success of the program include; the existence of a structured BK program, more intensive implementation of BK, BK administration, availability of BK teachers or teachers/staff assigned BK duties.
c. UPBM or extracurricular programs and strategic activities include; empowerment of UPBM or extra-curricular activities in madrasah. Indicators of the success of the program include; all students take part in curricular activities held by the madrasah, reports on the results of extra activities are available.
d. Preparation and development of learning programs and strategic activities include; preparation and development of learning programs, syllabus documentation, syllabus preparation and review, syllabus review documentation. Indicators of the success of the program are; a developed learning program is arranged, there is a syllabus document in the madrasah, all teachers prepare the syllabus according to the subjects taught, there is documentation of the results of the syllabus review.
e. The RPP preparation program and RPP review and strategic activities are; preparation of RPP and review of RPP. 190 Indicators of the success of the program are that each teacher prepares a RPP and there is a document on the results of the RPP review.

f. Supervision of learning programs and follow-up on the results of supervision, for strategic activities in the program including; supervision of learning programs and follow-up on supervision results. Indicators of success are the validation of the learning program as well as coaching, awards and training.
g. The orientation program for preparing EEK-based RPPs, the strategic activity carried out in this program is the orientation for preparing EEK-based RPPs, the success indicator of the program is that the existing RPPs already reflect EEK-based activities.
h. The strategic program for procuring learning material resources is procuring mandatory textbooks and supporting books. Indicators of program success are; availability of teaching materials in a 1:1 ratio for each subject.
i. Teacher professional development program, strategic activities namely training, discussion and micro teaching. An indicator of the success of the program is the increase in the quality of teacher professionalism and learning.
j. Development of PAIKEM, strategic activities for implementing PAIKEM in learning. The indicator of the success of the program is learning.
k. A digital-based learning program, the strategic activity is the pioneering of digital-based madrasas. Indicators of the success of the program are; implementation of digital-based learning activities for certain subjects.
l. The learning supervision program, the strategic activity is supervision of the implementation of learning and the indicator of success is the increase in the implementation of learning supervision by the head of the madrasah.
m. Evaluation and supervision program, the strategic activity is the implementation of evaluation and supervision. The indicator of the success of the program is the increasing implementation of the evaluation and supervision program for all teachers (at least 2 times in one semester for each teacher).
n. Education management service program, strategic activities are payment of civil servant salaries and GTT/PTT honorarium. Indicators of the success of the program are the payment of civil servant teachers' salaries and fixed GTT honorariums every month.
o. Educational staff training or training program, the strategic activity of which is coaching and training existing educational staff. The indicator of success is increasing employee competence in implementing the main tasks and functions.

The Madrasah Tsanawiyah 2 Tangerang City work plan is prepared so that the Madrasah development targets and programs in the next 4 years are more realistic and consistent with the principles of effective, efficient, accountable and democratic education management. Developing a madrasa program which includes a review of "targets, programs, success indicators, responsible persons, activities and activity schedules"

2. Academic Supervision Strategy for Madrasah Principals in Improving Teacher Performance at Madrasah Tsanawiyah 2 Tangerang City

In carrying out their duties as teachers at Madrasah Tanawiyah Negeri 3 Tangerang City, some teachers have a low level of commitment. This is because teachers' pay very little attention to students, the time provided for developing their work is very little. Its role is still limited to teaching according to learning hours, while education issues and student activities outside learning hours still do not receive much attention. In the findings of this research, there are several supervision strategies carried out by the Head of Madrasah Tsanawiyah 2 Tangerang City to improve teacher professional competency, including:

a. Increasing the professional competence of teachers in planning learning, where the Head of Madrasah Tsanawiyah 2 Tangerang City has several supervision strategies. The strategies carried out to improve the professional competence of Madrasah Tsanawiyah 2 Tangerang City teachers in making learning plans include: sharing with the teacher concerned after carrying out monitoring while providing input, facilitating and motivating teachers to always want to improve their abilities in making learning tools by involving in the subject teacher deliberation forum (MGMP), both at the madrasah level, at the Semarang Regency level, at the provincial level, and at the national level.

Based on interviews conducted by researchers with Madrasah principals, they usually check the completeness of learning tools such as syllabus, annual program, semester program and lesson plan that teachers make periodically and have the goal of supervising teachers. The following is also supported by an interview with the madrasa head, the results of the interview are as follows: "I carry out academic supervision starting with the planning stage, namely at the beginning of the learning year by forming a team of supervisors. The team consists of senior teachers from each field. So that each subject area is represented by one senior teacher (high achieving teacher) who is a member of the supervisory team. The formation of a supervisory team aims to achieve optimal improvement in teacher performance. Teachers are the most important substance in teaching and learning activities in madrasahs, teachers are directly involved with students, so teachers are the ones who know best about the problems or abilities of students in class. As the head of the madrasah at Madrasah Tsanawiyah 2 Tangerang City, I also always check the completeness of the learning administration before teaching, for example the Syllabus, Annual Program, Semester Program, RPP and KKM. However, in the process of checking documents, if there are shortcomings in the administration, I provide guidance to the teacher. "This coaching includes how to make good plans, how to choose good learning methods according to the students' conditions, how to make the right teaching aids and providing opportunities to discuss with colleagues through MGMP."

"The target of academic supervision carried out by the head of the madrasah is the teacher in carrying out the learning process which consists of basic material in the learning process, introduction to textbooks, preparation of lesson plans, selection of models, approaches and learning techniques, use of media and information

technology in learning, assessing the process and results learning and classroom action research to improve teacher performance. "Academic supervision is not to justify or find fault with the teacher, but to correct and help the teacher to solve the problems faced so that when the problems faced by the teacher are solved, the impact on the students is that the learning achievement of Madrasah Tsanawiyah Negeri 2 students increases".

This is also what was conveyed by the teacher and madrasah representative for Curriculum at Madrasah Tsanawiyah 2 Tangerang City: "I have felt helped by the supervision carried out by the head of the madrasah regarding this matter, it has helped the teaching process to be more innovative in delivering material to students, because at the start of the semester and the start of the new school year, the Head of the Madrasah always checks the administration of each teacher's learning planning, which includes the syllabus, Annual Program, Semester Program, RPP and KKM for every teacher. For teachers who do not collect, guidance will be provided. Coaching is carried out periodically according to current developments. For example, in the 2013 curriculum, it was known that the curriculum was always developing, so the head of the madrasah always socialized the development of the curriculum to teachers. When academic supervision is implemented by the head of the madrasah, I am sure that all teachers will be more serious in carrying out their performance responsibilities. And in my opinion, with this academic supervision, all elements in the madrasah institution will work together to improve performance and quality so that the good performance and quality of the madrasah can be maintained and improved continuously together.

Zulfikar, Yusrizal, & Sakdiah Ibrahim (2017) also stated that the scope of academic supervision planning carried out by madrasah heads is the development of curriculum or syllabus, implementation of good learning, and achievement of minimum completion criteria. The target in planning academic supervision for madrasah heads is the teacher's ability to manage learning, starting from planning, implementing and evaluating student learning outcomes.

b. Increasing teacher professional competence in implementing learning, where the Head of Madrasah Tsanawiyah 2 Tangerang City has several strategies. Strategies to improve teachers' professional competence in implementing learning include providing input after monitoring the implementation of learning, providing opportunities for fellow teachers to observe each other during learning and discussing the results and providing input to each other, providing motivation and understanding the importance of continually improving the quality of learning. in official meetings. Providing motivation to always develop knowledge and application of method and media issues. learning by utilizing existing technological advances.
c. Increasing teachers' professional competence in learning evaluation, where the Principal of Madrasah Tsanawiyah 2 Tangerang City has several strategies. The strategy to improve teacher professional competence in learning evaluation is to form a program regarding the preparation of evaluation and assessment

programs, socialization of evaluation programs and KKM, competency tests (reading and writing the Al-Qur'an, block tests, PAS, PAT, exams), process assessment, providing recommendations or rewards to PD, providing additional material (tutoring), consultation and interactive communication with student parents, BLBH handover meetings, preparing and submitting learning outcomes report books, providing liaison books.

The Head of Madrasah through the Deputy Head of Madrasah for Curriculum provides planning for conducting learning evaluations which includes:

a. Summative evaluation, carried out every 6 months, namely when semester exams are held.
b. Formative evaluation, given to each teacher of Madrasah Tsanawiyah Negeri 2 Negeri Tangerang city after carrying out the teaching and learning process and is completely handed over to them. Ediyanto (2014) states that formative assessment provides feedback to teachers and students as a basis for improving the learning process and holding remedial programs for students. Formative assessment is able to communicate individual abilities and student learning processes. Pamuji as Deputy Head of Madrasah for Curriculum. semester exams are held.
c. Report on evaluation results, namely every time a summative or formative evaluation is carried out, the results are reported to the Madrasah Head through the Deputy Madrasah Head for Curriculum.
d. Implementation of improvement programs, where this activity is carried out if students have not reached the minimum competency criteria that must be obtained.

The statement above provides reinforcement that formative evaluation is carried out every time one completes a basic competency. Meanwhile, summative evaluation is every 6 months. If there are things that do not meet the KKM, remediation or repairs will be made.

Firman (2015) also states that the Subject Teachers' Conference (MGMP) is a forum provided for teachers of similar subjects to solve various problems faced in efforts to improve teacher performance, thus improving the MGMP is a very urgent problem that needs to be paid attention to in to create teachers who are professional and have quality performance. Through the MGMP organization, it is hoped that teachers can maintain the quality of their performance in carrying out their duties as teachers in accordance with community needs, especially in the world of work. MGMP's participation in the process of improving performance is required to always make various breakthroughs which will ultimately build quality education. Quality education will have a high selling value. So, implementing MGMP has a very strategic role in efforts to improve teacher performance.

That is the description of the analysis of the steps taken by the head of Madrasah Tsanawiyah 2 Tangerang City to improve the performance of educators in learning. These steps have been proven to be able to improve the performance of educators by seeing the creation of time discipline, no madrasah arriving late,

increasing the results of National exam results. It is hoped that educators will continue to improve their performance, starting with discipline and seriousness in carrying out their duties.

3. Obstacles to Madrasah Principal Academic Supervision in Improving Teacher Performance

The academic supervision program is one of the ways madrasah heads can improve teacher performance. However, it cannot be denied that there are obstacles faced by madrasa heads and teachers both in implementing supervision and in the teaching and learning process. As for the obstacles in the process of implementing academic supervision for the even semester of the 2017/2018 academic year, the first is that the data collection was delayed several days because the collection of supervision results reports from the TIM or each supervisor was not all on time. Time is an urgent problem for the supervisory team and teachers, especially when adjusting the academic calendar for mid-semester tests and sometimes they cannot be on time according to what has been scheduled because suddenly the head of the madrasah/team supervisor or teacher is sometimes unable to attend (permission). As for the second obstacle, which was expressed by the head of Madrasah Tsanawiyah 2 Tangerang City, he stated that there was a problem that some teachers did not update themselves, so the learning that teachers applied still used conventional models, most of the methodologies used by teachers were still monotonous.

Therefore, academic supervision is carried out to encourage teachers to apply their abilities in carrying out their teaching duties, to encourage teachers to develop their own abilities, and to encourage teachers to pay serious attention to their duties and responsibilities.

The question is that the results of each academic supervision from semester to year are not very different. This is a challenge for the new madrasa head. Therefore, it is necessary to validate the scores resulting from academic supervision.

Wahyudi in Harianto, et al. (2015) also stated that the duties and responsibilities of the madrasa head can be classified into two areas, namely: (a) the duties of the madrasa head in the administrative sector, (b) the duties of the madrasa head in the field of supervision. The head of the madrasah is not only required to carry out various duties at the madrasah, but he must also be able to establish cooperative relationships with the community in order to optimally develop the students' personalities.

This is in accordance with the researcher's observations, at that time there should have been a schedule for classroom supervision, but because there was a sudden meeting at the Ministry of Religion, the head of the madrasah canceled it and it will be rescheduled. The statement made by the head of the madrasah is in line with the following statement from the curriculum representative and student affairs representative: "One of the obstacles in peak supervision is that the madrasa head has a busy and sometimes sudden schedule, such as meetings at the Ministry of Religion. Sometimes there is already a schedule for implementing supervision, but because the

head of the madrasah has a sudden meeting schedule, the supervision schedule changes or is replaced automatically, the discussion and lesson plans change according to the person being supervised. "Apart from that, the obstacle in implementing supervision is time, sometimes there is already a schedule for supervision, but because of a sudden activity schedule, supervision is canceled."

From the results of several interviews with the teachers above, the researcher can conclude that the main obstacle in implementing supervision is time. The madrasah head's busyness with sudden schedules often hampers the implementation schedule for supervision and also the problem of teachers not updating themselves so the learning they teach is conventional, most of the methodologies used by teachers are still monotonous, therefore this supervision is also very helpful, because it doesn't It's enough if you just wait for the training held by the Ministry of Religion, so perhaps in providing guidance the madrasah head can provide additional motivational input to teachers so that teachers often update themselves in providing teaching. Always share with the teacher, you must master the learning methodology theory.

4. Teacher Feedback and Follow-up Academic Supervision of Madrasah Principals to Improve Teacher Performance

After carrying out academic supervision assisted by the Team, there is a post-observation in the form of a list of questions given to the teacher to obtain feedback after the observation. Some of the feedback given by teachers at Madrasah Aliyah Negeri 2 Tangerang City. With this feedback, the professional competence of teachers can be seen after the Head of Madrasah Tsanawiyah Negeri 3 Tangerang City carries out academic supervision. The feedback given by the teacher includes the following;

a. Teachers know whether the lesson plans that have been made have been implemented well.
b. Teachers try to improve their ability to plan learning, implement learning, evaluate learning by observing other teachers if the learning process is felt to be less than satisfactory.
c. Teachers know the difficulties faced by students during the learning process.
d. Teachers try to improve their ability to plan lessons, implement lessons, evaluate lessons by participating in subject teacher deliberations (MGMP), both at the madrasah level and at the Semarang City level as an alternative to overcome the difficulties faced by teachers during supervision.

So, with feedback compiled using instruments, teachers are able to identify things that need to be improved, which in the end will have an impact on improving the quality of learning. The follow-up to the Head of Madrasah Aliyah Negeri 2 Tangerang City after carrying out supervision is as follows:

a. Providing input by providing examples of good RPPs (Learning Program Plans), good learning methods, and making good learning evaluations to teachers, providing examples of good role models for teachers (discipline).

b. If the learning plans that have been prepared by teachers are not good, guidance and discussions are held and consultations are provided to teachers to improve the preparation of good learning plans.
c. The head of Madrasah Aliyah Negeri 2 Tangerang City provides teachers with the opportunity to take part in training in making learning plans, implementing learning, and making learning evaluations.
d. The head of the madrasah gave an appeal to teachers to always update themselves so that they always know the information and appealed to teachers to always be enthusiastic about learning and continuing further studies.

D. CONCLUSION

The academic supervision of madrasah heads in improving teacher performance at Madrasah Tsanawiyah Negeri 2 Tangerang City includes checking the completeness of learning tools such as syllabus, annual program, semester program and lesson plans that teachers make periodically. The supervision model that is used when supervision is carried out is a clinical supervision model with a collaborative approach. The techniques used by madrasa heads are individual and group techniques. On a scheduled basis, the madrasah head carries out 208 academic supervision of teachers at the start and end of each semester. However, non-formal guidance or coaching is carried out every day. The obstacle faced in implementing academic supervision at Madrasah Tsanawiyah Negeri 2 Tangerang City is time as the main obstacle followed by the problem of teachers not updating themselves so that the learning they teach is still based on a conventional model, most of the methodology used by teachers is still monotonous.

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