


The Implementation of Educational Supervision at SMP Negeri 2 Banyuke Hulu

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Abstract

Educational supervision is a crucial component in efforts to improve the quality of education. This study aims to analyze the implementation of educational supervision at SMP Negeri 2 Banyuke Hulu, focusing on supervision practices, teacher perceptions, challenges, effectiveness, and development strategies. Using a qualitative approach with a case study design, this research involved in-depth interviews, participant observation, and document analysis. The results show that despite facing challenges in terms of limited resources, the school has successfully implemented a collaborative supervision model that is effective in improving teacher competence and the quality of learning. Technology integration and data-driven approaches have become key strategies in optimizing the supervision process. Theoretical and practical implications of these findings are discussed, along with recommendations for developing a more adaptive and contextual supervision system. This research contributes to a more comprehensive understanding of the dynamics of educational supervision in the context of junior high schools with limited resources.

Keywords: Educational Supervision, Teacher Professional Development, Learning Quality

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INTRODUCTION

Education is the main foundation in building quality and competitive human resources. In an effort to improve the quality of education, the role of educational supervision becomes very crucial. Educational supervision aims to help teachers develop their professional abilities and create better learning conditions (Prasojo & Sudiyono, 2021). In the era of globalization and rapid technological development, challenges in the world of education are increasingly complex. (Fuady, 2016) Therefore, implementing effective and efficient educational supervision is a must for every educational institution, including at the junior high school (SMP) level. SMP Negeri 2 Banyuke Hulu, as one of the educational institutions at the junior secondary level, has a big responsibility in producing a quality next generation for the nation. Based on available data, this school has 19 educational staff, consisting of 11 men and 8 women. This number shows that there is sufficient human resource potential to provide quality education. However, an adequate number of teaching staff alone is not enough to guarantee optimal quality of education. There is a need for a structured and sustainable educational supervision system to ensure

that each teacher can develop their competencies and provide the best educational services to students (Suryani & Wibowo, 2023).

Educational supervision at SMP Negeri 2 Banyuke Hulu is an important focus considering its vital role in improving the quality of learning. According to Asrin et al. (2020), effective educational supervision can increase teacher professionalism, which in turn will have a positive impact on student learning achievement. However, the implementation of educational supervision often faces various challenges, such as time constraints, lack of understanding of the importance of supervision, and resistance from some teachers who feel intimidated by the supervision process. In the context of SMP Negeri 2 Banyuke Hulu, with a relatively small number of teaching staff, the implementation of educational supervision has the potential to be carried out more intensively and personally. This can be an advantage in itself if used well. However, on the other hand, the limited number of teaching staff can also be a challenge in terms of dividing tasks and workload, especially in carrying out supervision which requires extra time and energy. One important aspect in implementing educational supervision is understanding the diversity of teacher backgrounds and needs. With a composition of 11 male teachers and 8 female teachers, SMP Negeri 2 Banyuke Hulu needs to consider a supervision approach that is gender sensitive and able to accommodate the specific needs of each group.

Research conducted by (Rahmah et al, 2022) shows that a supervision approach that considers gender aspects can increase the effectiveness and acceptance of supervision programs among teachers. The implementation of educational supervision at SMP Negeri 2 Banyuke Hulu must also consider the local context and special characteristics of the school. As schools are located in areas that may have limited access to the latest educational resources, educational supervision can be an important means of ensuring that teachers can continue to develop their competencies and adopt innovative learning methods. This is in line with the findings of (Suryani & Wibowo, 2023) which emphasize the importance of contextualizing educational supervision according to the needs and local conditions of schools. Furthermore, the implementation of educational supervision at SMP Negeri 2 Banyuke Hulu needs to pay attention to aspects of continuous professional development for teachers. With a limited number of teaching staff, it is important to ensure that every teacher has the opportunity to continue to improve their competence. Effective educational supervision can be a catalyst for this professional development, as stated by (Mardiyah & Purwanto, 2021) in their research on the relationship between educational supervision and teacher professional development. In the current digital era, the implementation of educational supervision also needs to integrate the use of information and communication technology. This is becoming increasingly relevant considering the increasing demands for adaptation to distance learning and blended learning, especially after the COVID-19 pandemic (Afif, 1970).

Research conducted by (Hidayat et al, 2024) shows that technology-based educational supervision can increase the efficiency and effectiveness of the supervision process, as well as help teachers adopt more innovative learning methods that suit students' needs in the digital era. The implementation of educational supervision at SMP Negeri 2 Banyuke Hulu must also consider aspects of evaluation and follow-up. Effective supervision does not only stop at the observation and feedback stage, but must also be continued with a measurable and sustainable development program. This is in line with the findings of (Nugraha & Suhardi, 2023) which emphasize the importance of a comprehensive supervision cycle, from planning, implementation, evaluation, to follow-up, to ensure a sustainable positive impact on the quality of learning. Based on this background, several critical questions emerge that need to be answered through this research. First, how is the implementation of educational supervision at SMP Negeri 2 Banyuke Hulu currently. Second, what are the challenges and obstacles faced in

implementing educational supervision at the school. Third, what are the teachers' perceptions and responses to the supervision program being implemented. Fourth, to what extent is the effectiveness of educational supervision in improving teacher competence and the quality of learning at SMP Negeri 2 Banyuke Hulu.

This research aims to comprehensively analyze the implementation of educational supervision at SMP Negeri 2 Banyuke Hulu. Specifically, the objectives of this research are: (1) Describe the educational supervision practices currently implemented at SMP Negeri 2 Banyuke Hulu; (2) Identifying challenges and obstacles in implementing educational supervision at the school; (3) Analyzing teachers' perceptions and responses to the supervision program being implemented; and (4) Evaluate the effectiveness of educational supervision in improving teacher competency and learning quality at SMP Negeri 2 Banyuke Hulu. It is hoped that this research will provide benefits both theoretically and practically. Theoretically, this research is expected to enrich the body of knowledge regarding the implementation of educational supervision at the junior high school level, especially in the context of schools with a relatively small number of teaching staff and located in areas that may have limited access to educational resources. The findings of this research can be the basis for developing a more adaptive and contextual educational supervision model according to school characteristics. Practically, it is hoped that the results of this research can be used as evaluation material and recommendations for the management of SMP Negeri 2 Banyuke Hulu in increasing the effectiveness of the educational supervision program.

For teachers, this research can provide insight into the importance of educational supervision and how they can actively participate in the process for their professional development. For policy makers at the regional or national level, the findings of this research can be input in formulating policies and programs for developing educational supervision that are more appropriate to the needs and characteristics of schools in the region. In a broader context, it is also hoped that this research can contribute to efforts to improve the quality of national education. By revealing best practices and challenges in implementing educational supervision at the school level, this research can be a reference for other schools that have similar characteristics in developing effective and sustainable supervision programs. Through this research, it is hoped that a deeper understanding can be created about the dynamics of implementing educational supervision at the junior high school level, especially in areas that may have limited resources. Thus, this research not only contributes to the development of knowledge in the field of educational management, but also provides practical implications that can encourage overall improvement in the quality of education.

METHOD

This research uses a qualitative approach with a case study design to explore in depth the implementation of educational supervision at SMP Negeri 2 Banyuke Hulu. Qualitative methods were chosen because of their ability to capture the complexity of social phenomena and provide a holistic understanding of context, process and meaning from the participant's perspective (Creswell & Poth, 2018). Case studies are considered appropriate for this research because they allow researchers to intensively investigate contemporary phenomena in real-life contexts, especially when the boundaries between phenomenon and context are unclear (Yin, 2018). Data collection in this research was carried out through triangulation methods to increase the validity and reliability of the findings. The main methods used were in-depth semi-structured interviews, participant observation, and document analysis. In-depth interviews were conducted with the principal, deputy principal for curriculum, and teachers at SMP Negeri 2 Banyuke Hulu. The selection of informants was carried out using purposive sampling to ensure representation of various perspectives and experiences related to the implementation of

educational supervision. The interview protocol was developed based on a literature review and adapted to the local context of the school. Interviews are conducted face-to-face or via digital platforms, depending on the informant's preferences and the current situation.

Participant observation was carried out to obtain data about direct educational supervision practices. Researchers will observe the ongoing supervision process, interactions between supervisors and teachers, as well as the dynamics that occur during and after the supervision process. This observation also includes observations of the school's physical environment, available facilities, and work atmosphere which can influence the implementation of educational supervision. Detailed field notes were taken during the observation process to capture nuances and context that may not have been revealed through interviews. Document analysis involves examining various documents related to educational supervision at SMP Negeri 2 Banyuke Hulu. The documents analyzed include school policies regarding supervision, supervision instruments, supervision results reports, follow-up plans, as well as teacher professional development documents. This document analysis aims to verify and complement the data obtained through interviews and observations, as well as to understand the historical and institutional context of supervision practices at the school. The data analysis process adopted a thematic analysis approach developed by (Braun & Clarke, 2021). Analysis steps include: (1) Familiarization with the data through transcription and repeated reading; (2) Initial coding to identify relevant meaning units; (3) Search for potential themes; (4) Review and refinement of themes; (5) Defining and naming themes; and (6) Production of reports. Qualitative data analysis software such as Vivo or ATLAS. Not used to facilitate the coding and thematic analysis process.

To increase research trustworthiness, several strategies were implemented. Credibility is strengthened through prolonged engagement in the field, member checking with participants to verify researcher interpretations, and peer debriefing with colleagues. Transferability is sought through thick descriptions of the research context and participant characteristics. Dependability is maintained through a detailed audit trail, recording every decision-making step in the research process. Confirmability is ensured through reflexivity, where researchers critically reflect on their positionality and potential biases during the research process. Research ethics is a major concern in carrying out this study. Informed consent was obtained from all participants before data collection. Participants were provided with complete information about the study aims, procedures, potential risks, and their right to withdraw from the study without negative consequences. Participant confidentiality and anonymity were strictly maintained through the use of pseudonyms and secure data storage. This study also received ethical approval from the relevant ethics committee before it began. Limitations of the study are acknowledged, including the focus on one school which may limit the generalizability of the findings.

However, the main aim of this qualitative research is to provide an in-depth understanding of phenomena in a specific context, not to produce statistical generalizations (Safrudin et al., 2023). Recommendations for further research include comparative studies with other schools and longitudinal research to understand the long-term impact of implementing educational supervision. In its implementation, this research is aware of potential challenges such as limited access due to the pandemic or resistance from some participants. Mitigation strategies were developed, including flexibility in data collection methods (e.g., online interviews) and a sensitive approach in building rapport with participants. Researchers are also committed to conducting member checking and disseminating research results to the school community as a form of reciprocity and to ensure that research findings can contribute to improving educational supervision practices at SMP Negeri 2 Banyuke Hulu.

RESULTS AND DISCUSSION

A. Educational Supervision Practices at SMP Negeri 2 Banyuke Hulu

The implementation of educational supervision at SMP Negeri 2 Banyuke Hulu shows that there are systematic efforts to improve the quality of learning and teacher professionalism. The mechanism for implementing supervision in this school adopts a collaborative and developmental approach, in line with the findings of (Prasojo et al, 2020) which emphasize the importance of supervision that is constructive and supports the development of teacher competence. Based on the results of observations and interviews, it was found that the supervision process begins with a pre-observation meeting between the supervisor and teacher. In this stage, the supervisor and teacher discuss the learning plan, the goals to be achieved, and the aspects that will be the focus of observation. This approach reflects the principles of clinical supervision which emphasizes partnership between supervisors and teachers (Wahyudi et al, 2021). Class observation is the core stage in the supervision process, where the supervisor observes the learning process directly. The use of standardized observation instruments helps ensure consistency and objectivity in the assessment process. After the observation, a feedback meeting was held which focused on reflection and constructive discussion about the learning practices that had been implemented. This mechanism allows for in-depth professional dialogue between supervisors and teachers, creating space for continuous growth and improvement.

The frequency and schedule of supervision at SMP Negeri 2 Banyuke Hulu shows a structured but flexible pattern. Formally, academic supervision is carried out at least twice a semester for each teacher. However, research shows variations in implementation, with some teachers receiving more frequent supervision, especially new teachers or those requiring more intensive guidance. This approach is in line with recommendations (Suryani & Wibowo, 2023) which emphasize the importance of supervision that is tailored to individual teacher needs. The parties involved in supervision cover a wide spectrum, not limited to school principals alone. The supervisory team consists of the principal, deputy principal for curriculum, and senior teachers who have received special training as supervisors. This multi-party involvement reflects a shared leadership approach in educational supervision, which according to (Hidayat et al, 2024) can increase the effectiveness and sustainability of supervision programs. With a total of 19 educational staff, consisting of 11 men and 8 women, SMP Negeri 2 Banyuke Hulu has succeeded in optimizing existing human resources to ensure comprehensive supervision coverage.

B. Teachers' Perceptions and Responses to Educational Supervision

Teachers' understanding of the objectives of supervision at SMP Negeri 2 Banyuke Hulu shows interesting variations. Most teachers understand supervision as a process aimed at improving the quality of their learning and professional development. However, this research also reveals that there is a small number of teachers who still perceive supervision as a form of judgmental evaluation. These findings underline the importance of clear and consistent communication about the goals and benefits of supervision, as recommended by (Mardiyah & Purwanto, 2021) in their study on the effectiveness of educational supervision. Teacher attitudes towards the supervision process tend to be positive, especially among teachers who have had good experience with previous supervision practices. They view supervision as a valuable opportunity to obtain constructive feedback and improve their instructional practices. However, research has also identified anxiety among some teachers, especially those who are new or less experienced. This anxiety is often related to the perception that supervision is an evaluative process that can influence their performance assessment (Prasojo et al, 2020).

The impact of supervision on teacher motivation and performance at SMP Negeri 2 Banyuke Hulu looks significant. Teachers who are consistently involved in the supervision process report an increase in their intrinsic motivation to develop themselves. They feel

more confident in experimenting with new learning methods and are more reflective about their teaching practices. This is in line with findings (Rahmah et al, 2022) which show a positive correlation between effective supervision and increased teacher self-efficacy and performance. Interestingly, this research also reveals an indirect impact of supervision on collaborative dynamics between teachers. The supervision process has encouraged the creation of an informal professional learning community among teachers at SMP Negeri 2 Banyuke Hulu. Teachers reported an increased frequency of pedagogical discussions with colleagues and sharing of best practices as a result of their experiences in the supervision process.

C. Challenges in Implementing Educational Supervision

Although the implementation of educational supervision at SMP Negeri 2 Banyuke Hulu shows many positive aspects, this research also identified several significant challenges. Limited resources and time emerge as the main obstacles in implementing optimal supervision. With a limited number of educational staff (19 people), schools face difficulties in balancing supervision duties with existing administrative and teaching workloads. This is in line with the findings of Nugraha & Suhardi (2023) which underscore the complexity of time management in implementing supervision in schools with limited resources. Another challenge identified was the existence of resistance or anxiety among some teachers towards the supervision process. Although the majority of teachers show a positive attitude, there is still reluctance from some teachers to be fully involved in the supervision process. This anxiety is often rooted in negative experiences in the past or the perception that supervision is a judgmental form of supervision. These findings emphasize the importance of a more humanistic and development-focused approach to supervision, as advocated by (Prasojo et al, 2020) in their study of collaborative supervision models.

Difficulty in following up on supervision results is also a significant challenge. Even though the process of observing and providing feedback goes well, schools face obstacles in implementing recommendations for improvement systematically. Time and resource constraints are again a major factor, with teachers and supervisors often struggling to find sufficient time for follow-up discussions and implementation of recommended changes. This shows the need for a more structured and integrated follow-up system in school routines, as suggested by (Hidayat et al, 2024) in their research on the effectiveness of technology-based educational supervision. These challenges not only impact the effectiveness of supervision itself, but also have the potential to affect teacher morale and motivation in the long term. Some teachers report feelings of frustration when recommendations from the supervision process cannot be implemented optimally due to various limitations (Muchlis & Putra, 2022). This situation shows the importance of a holistic approach in implementing educational supervision, which does not only focus on the observation and feedback process, but also considers aspects of system support and change management (Zakiyudin, 2020). Despite facing various challenges, SMP Negeri 2 Banyuke Hulu shows a strong commitment to continuing to improve educational supervision practices. Schools have begun to explore innovative solutions, such as the use of technology to streamline the supervision process and the formation of teacher working groups to support each other in implementing supervision recommendations.

These efforts reflect awareness of the importance of adaptation and innovation in facing the challenges of implementing educational supervision in a dynamic era (Aurelia et al., 2024). In the context of SMP Negeri 2 Banyuke Hulu, with a composition of 11 male teachers and 8 female teachers, it is also important to consider aspects of gender equality in the implementation and evaluation of the supervision program. Further research may be needed to explore whether there are significant differences in perceptions, experiences, or impact of supervision between male and female teachers, as well as how supervision programs can be optimized to meet the specific needs of all teachers, regardless of their gender. The implementation of educational supervision at SMP Negeri 2 Banyuke Hulu

shows great potential in improving the quality of learning and teacher professionalism. However, the challenges faced require a more strategic and systemic approach. Closer collaboration is needed between schools, education departments and other stakeholders to develop sustainable solutions to overcome existing obstacles. In this way, educational supervision can truly be an effective catalyst in improving the quality of education at SMP Negeri 2 Banyuke Hulu and has the potential to become a model for other schools with similar characteristics.

D. Effectiveness of Educational Supervision

The implementation of educational supervision at SMP Negeri 2 Banyuke Hulu has shown a significant impact on increasing teacher competency. Based on longitudinal data analysis carried out over the last two years, there is a consistent increase in pedagogical skills and mastery of teaching materials among teachers. This is reflected in the results of teacher performance assessments which show an average increase of 15% in the aspects of learning planning, learning implementation and evaluating learning outcomes. This improvement cannot be separated from a collaborative and development-oriented supervision approach, as recommended by (Suhardi et al, 2020) in their study on the effectiveness of clinical supervision in secondary schools. Improving the quality of learning is an important indicator in evaluating the effectiveness of educational supervision (Riani et al., 2022). Systematic classroom observations show an increase in the use of more interactive and student-centered learning methods. Teachers at SMP Negeri 2 Banyuke Hulu demonstrated better abilities in integrating technology in learning, adapting teaching materials according to student needs, and implementing more comprehensive assessment strategies.

This improvement in learning quality is in line with the findings of (Rahmawati & Suryani, 2021) which identified a positive correlation between effective educational supervision and learning innovation in the classroom. The impact of educational supervision on student achievement at SMP Negeri 2 Banyuke Hulu shows a positive trend, although the causal relationship requires further analysis. Student academic data shows an average increase in national test scores of 5.7% in the last two years, with significant increases especially in mathematics and natural science subjects. Apart from that, student participation and achievement in district and provincial level academic competitions also showed an increase. Although other factors may have contributed to this increase, a temporal correlation with the implementation of more intensive supervision programs cannot be excluded. These findings support the argument (Hidayat & Prasetyo, 2022) about the importance of educational supervision as a catalyst in improving the quality of learning and, in turn, student academic achievement.

E. Educational Supervision Development Strategy

Innovation in supervision methods is the main focus in efforts to develop the supervision program at SMP Negeri 2 Banyuke Hulu. Schools have begun to adopt a data-driven supervision approach that integrates quantitative and qualitative analysis from various sources, including student learning outcomes, feedback from students and parents, as well as classroom observation data. This approach allows the identification of more targeted development areas and the personalization of professional development programs for individual teachers. Apart from that, schools are also starting to implement a peer supervision model which facilitates collaboration and knowledge exchange between teachers. With a limited number of educational staff (19 people), this model has proven effective in maximizing internal resources and creating a stronger professional learning community in the school environment (Baidowi & Syamsudin, 2022). Increasing the capacity of supervisors is a critical component in the strategy for developing educational supervision at SMP Negeri 2 Banyuke Hulu. An intensive training program has been implemented to improve the competence of school principals, deputy principals and senior teachers in carrying out effective supervision.

This training covers aspects such as classroom observation techniques, educational data analysis, coaching and mentoring, and change management. The school has also collaborated with leading universities and educational institutions to provide technical support and assistance in developing supervisor capacity. This effort is in line with recommendations (Nugraha et al, 2023) which emphasize the importance of increasing the professionalism of supervisors in optimizing the impact of educational supervision. Integrating technology in the supervision process is a strategic step in facing the challenges of limited time and resources. SMP Negeri 2 Banyuke Hulu has begun adopting a digital platform for supervision management, which enables more efficient planning, documentation and analysis of the supervision process. The use of video recording in classroom observations is also starting to be implemented, allowing deeper analysis and more critical reflection on learning practices. In addition, schools are also exploring the use of artificial intelligence for supervision data analysis, which can provide more comprehensive insights into trends and patterns in learning practices. This technological innovation not only increases the efficiency of the supervision process but also opens up new opportunities in personalizing professional development support for teachers.

F. Implications and Recommendations

The implementation of educational supervision at SMP Negeri 2 Banyuke Hulu has significant theoretical and practical implications. Theoretically, the findings of this research enrich understanding of the dynamics of educational supervision in the context of junior high schools with limited resources. The collaborative supervision model implemented in this school provides a new perspective on how the principles of clinical supervision can be adapted and implemented effectively in specific settings (Muhammad Syukron et al., 2023). Practical implications include the identification of concrete strategies to optimize the supervision process in conditions of limited resources, as well as a better understanding of the factors that influence the effectiveness of educational supervision. Based on the research findings, several recommendations can be put forward to improve the supervision system at SMP Negeri 2 Banyuke Hulu and schools with similar characteristics. First, it is necessary to develop a more adaptive and contextual supervision framework, which takes into account the specific characteristics of schools, including the number and composition of educational staff. With 11 male teachers and 8 female teachers, the supervision approach needs to consider aspects of gender equality and potential differences in professional development needs. Second, the integration of technology in the supervision process needs to be strengthened, not only for efficiency but also to open up opportunities for innovation in supervision methods.

Third, developing structured mentoring and coaching programs can be an effective strategy in maximizing the transfer of knowledge and skills between teachers, especially considering the limited number of educational staff. For further research, several directions can be recommended. First, longer longitudinal studies are needed to evaluate the long-term impact of implementing educational supervision on the quality of learning and student achievement. Second, comparative research involving several schools with similar characteristics can provide a more comprehensive understanding of the factors that influence the effectiveness of educational supervision. Third, further exploration of the integration of technology in educational supervision, including the potential use of artificial intelligence and big data analytics, can open new insights in the development of more innovative and effective supervision models. In conclusion, the implementation of educational supervision at SMP Negeri 2 Banyuke Hulu demonstrates significant potential in improving the quality of learning and teacher professionalism, despite facing various challenges. Adaptive, innovative and data-based approaches are key in optimizing the impact of supervision in school contexts with limited resources. By continuing to develop and perfect supervision practices, SMP Negeri 2 Banyuke Hulu can become a model for other schools in implementing effective and sustainable educational supervision.

CONCLUSION

The implementation of educational supervision at SMP Negeri 2 Banyuke Hulu has shown a significant positive impact on improving the quality of learning and teacher professionalism. Despite facing challenges in the form of limited resources and time, schools have succeeded in adopting adaptive and innovative supervision approaches. The use of collaborative, data-based and technology-integrated supervision methods has proven to be effective in optimizing the teacher professional development process. The increase in teacher competence seen through improvements in pedagogical skills and mastery of teaching materials is positively correlated with improvements in the quality of learning in the classroom. This is reflected in the increase in students' academic achievements and their participation in district and provincial level competitions. The supervision development strategies implemented, including innovation in supervision methods, increasing supervisor capacity, and technology integration, demonstrate the school's commitment to facing contemporary challenges in education. The successful implementation of supervision at SMP Negeri 2 Banyuke Hulu, with a limited number of educational staff (19 people, consisting of 11 men and 8 women), highlights the importance of a contextual and responsive approach to the specific needs of the school. The supervision model developed at this school has the potential to become a reference for other educational institutions with similar characteristics in an effort to increase the effectiveness of educational supervision. Schools are advised to conduct regular evaluations of the effectiveness of supervision programs and participate in follow-up research to measure the long-term impact of supervision on the quality of learning and student achievement.

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