


Academic supervision to improve madrasah teacher performance

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Article Info	ABSTRACT
Keywords: School Principal, Academic Supervision, Teacher Performance	This research aims to determine the planning for the implementation and evaluation of the academic supervision program at MTs Muhammadiyah Tarogong Kidul Garut. The method used is a qualitative method with a descriptive design, while data collection techniques consist of observation, interviews, document analysis and field notes. The informants in this research were the head of the madrasa, the deputy head of the school for curriculum and teachers at MTs Muhammadiyah Tarogong Kidul Garut. The results of the research found that 1) the head of the madrasah carries out supervision once a month and the implementation is carried out in stages, firstly holding a deliberation, secondly checking the completeness of the learning equipment, thirdly a class visit, and finally follow-up or evaluation after the supervision is carried out, 2) the implementation of supervision uses the visit technique class, 3) the evaluation carried out by the madrasah principal to improve teacher performance is through learning assessment by monitoring student exam results and it is hoped that through this evaluation teachers will further improve their performance.
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INTRODUCTION

Education is an important thing in life because education can make the nation's children intelligent and shape their character. This is in accordance with the functions and goals of National Education as stated in Law no. 20 of 2003 concerning the National Education System, namely that national education functions to develop abilities and shape character and civilization in order to educate the life of the nation, aiming to develop the potential of students so that they become human beings who believe and are devoted to God Almighty, have noble character, are healthy, knowledgeable, competent, creative, independent and become democratic and responsible citizens in all fields. The role of teachers 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. Dwikoranto (2017) explains that teachers are responsible for educating students, and are responsible for all attitudes, behavior and in order to develop students to become people who are moral, capable, responsive, and useful for the homeland and nation. Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing

and evaluating students in early childhood education, formal education, basic education and secondary education (Department of National Education, 2008). 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 (Zulfakar, Lian & Fitria, 2020). A good teacher is a teacher who performs well. Performance comes from English, namely "job performance" or "actual performance" (work achievement or actual achievement achieved by a person or an institution). Etymologically, performance comes from the word "to perform" which means to display or execute. Performance is the result of a particular job function or activity which consists of three aspects, namely clarity of the task or work that is the responsibility, clarity of the expected results of a job or function and clarity of the time required to complete a job so that the expected results can be realized (Sastrohadiwiryo, 2003). Usman (2007) defines performance as a person's performance in carrying out the tasks entrusted to him in accordance with his function and position.

Thus, performance is a work ability or work achievement shown by employees to obtain optimal work results. Performance in this sense means work achievement (Palakua, 2020). Performance cannot be separated from the factors that influence it, including mental attitude (work motivation, work discipline, work ethics), education, skills, leadership management, income level, salary and health, social security, working climate, facilities and infrastructure, technology and opportunities for achievement. Therefore, performance is influenced by several supporting and inhibiting factors. These two factors can come from internal or external.

One of the aspects that influences teacher performance is monitoring. The term supervision comes from English which consists of two words, namely super, meaning above, and vision, meaning seeing, so supervision can be interpreted as looking from above. In this sense, supervision is defined as activities carried out by supervisors and school principals as officials whose position is above or higher than the teacher to see or supervise the teacher's work. In another definition, supervision is a coaching activity that plans to assist teachers and school employees in carrying out their work effectively (Aziz, 2016).

The quality standards for supervisors that have been established by the Directorate General for Improving the Quality of Educators and Education Personnel, the Directorate of Education Personnel, Ministry of National Education, state that school supervisors function as supervisors, both academic supervisors and managerial supervisors. As an academic supervisor, the school supervisor is obliged to assist the teacher's professional skills so that the teacher can improve the quality of the learning process well. As a managerial supervisor, the supervisor is obliged to help the school principal to achieve effectiveness. Guidance and supervision have become the main tasks of school supervisors.

Academic supervision is a series of activities that help teachers develop their abilities to manage the learning process to achieve learning goals. Academic supervision cannot be separated from the assessment of teacher performance in managing learning. Apart from that, academic supervision is a series of activities that help teachers develop their ability to manage the learning process. According to Sergiovani (2001), there are 3 types of goals of academic supervision, namely:

1. Academic supervision is carried out with the intention of helping teachers develop their professional abilities in understanding academics, classroom life, developing their teaching skills and using their abilities through certain techniques.
2. Academic supervision is carried out with the aim of monitoring teaching and learning activities at the school. This monitoring activity can be carried out through the principal's visits to classes while the teacher is teaching, personal conversations with the teacher, his professional colleagues, and some of his students.
3. 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 so that they have serious attention (commitment) to their duties and responsibilities.

Nationally, the concrete objectives of educational supervision are:

1. Help teachers see clearly the aims of education;
2. Helping teachers in guiding students' teaching experiences;
3. Assist teachers in using modern teaching tools;
4. Help teachers in assessing student progress and the results of the teacher's own work;
5. Helping teachers use learning experience resources;
6. Assisting teachers in meeting students' needs;
7. Help teachers in fostering mental reactions;
8. Help new teachers at school so that they feel happy with the assignments they have received;
9. Helping young teachers adapt to society;
10. Help teachers so that their time and energy are fully devoted to school development (Sahertian, 1981).

Good academic supervision must be able to make teachers more competent, that is, teachers increasingly master competencies, both personality competencies, pedagogical competencies, professional competencies and social competencies. Therefore, academic supervision must include developing all teacher competencies.

These conditions emphasize that academic supervision needs to be planned, implemented and evaluated regularly and systematically by the principal as a supervisor in an educational institution. This research aims to obtain an overview of how school principals carry out academic supervision to improve teacher performance. The results of this research have a theoretical urgency in educational institutions, especially for school principals who have duties as supervisors to complement their views on how to improve teacher performance through programs.

METHOD

The researcher used a qualitative approach, because the qualitative approach was deemed appropriate to this research problem. This research is a descriptive study that will use a qualitative approach. Descriptive research methods are one of the research methods that are widely used in research that aims to explain an event (Sugiyono, 2011). This research design is used to solve or answer the problems being faced in the current situation.

Descriptive research also means research intended to explain phenomena or characteristics of certain individuals, situations or groups accurately. To obtain comprehensive and in-depth data, several data collection techniques are needed. In this research, there are several data collection techniques that will be used in exploring data, namely interviews, document study and observation. Meanwhile, data analysis is an ongoing process that requires continuous reflection on the data, asking analytical questions and writing brief notes throughout the research. Qualitative data analysis involves the process of data collection, interpretation, and reporting results simultaneously and jointly. This is to select which data is relevant to the research objectives and which is not relevant, discard data that is irrelevant or not needed, select and combine data into categories, interpret the data found and then formulate and conclude.

RESULTS AND DISCUSSION

Academic supervision planning is carried out by the head of the madrasah to improve teacher performance at MTs Muhammadiyah Tarogong Kidul Garut. The results of interviews conducted with the head of the madrasah regarding the initial planning process during supervision carried out by the Head of the Madrasah as the leader at the Tarogong Kidul Garut Muhammadiyah Private MTs are as follows:

"The supervision planning carried out at MTs Muhammadiyah Tarogong Kidul Garut began with the head of the madrasah being invited to attend a deliberation that was part of the K3M, namely the Working Group of Madrasah Heads, both at sub-rayon level and at Garut city level. The deliberation discussed what needed to be prepared before the school principal supervised the teacher. "The deliberations are held in turns at each school." Furthermore, the Principal of MTs Muhammadiyah Tarogong Kidul Garut explained that after the deliberations were held at K3M, the results would be presented to the teachers at the meeting before supervision was carried out, as stated by the Principal of the MTs Muhammadiyah Tarogong Kidul Garut madrasah."

"The results of the deliberations at K3M will be presented to the teachers. At MTs Muhammadiyah Tarogong Kidul Garut, supervision carried out by the school supervisor is usually carried out once every 3 months and supervision carried out by the madrasah principal once a month.

Supervision in this madrasa is carried out by the madrasa head, deputy madrasa head, and administrators. Before the meeting takes place, the supervisor and teacher will fill in an attendance list indicating that they are ready to carry out the activity the next day. "At the meeting, teachers will also be informed about what must be prepared during supervision, such as lesson plans, syllabus, program, process, and others."

The presentation by the Head of the Madrasah MTs Muhammadiyah Tarogong Kidul Garut can be concluded that the supervision carried out by the head of the madrasah is carried out once a month and the implementation is carried out in stages. Starting with holding a deliberation, followed by ensuring the completeness of learning equipment.

Next is a class visit, and finally a follow-up or evaluation after the supervision is carried out. This academic supervision can help teachers prepare everything related to the

learning and teaching process in class. This supervision is also carried out to identify teacher deficiencies in teaching in class so far, especially in preparing learning programs.

Supervision activities carried out by the Head of MTs Muhammadiyah Tarogong Kidul Garut Madrasah are a method used to improve teacher performance in the teaching and learning process. Even though a teacher has become a professional teacher, his implementation must still be supervised. As stated by the Head of MTs Muhammadiyah Tarogong Kidul Garut Madrasah as follows:

"Supervision must still be carried out even though the teacher is already a professional because the times are increasingly advanced, therefore teachers need to improve their performance and abilities in accordance with the times, which will later be guided by the school principal"

The methods and techniques used by the head of the madrasah in carrying out supervision at MTs Muhammadiyah Tarogong Kidul Garut are class visits to obtain maximum, effective and efficient results. From the results of an interview conducted with the Head of the MTs Muhammadiyah Tarogong Kidul Garut Madrasah, he explained the supervision technique as follows:

"The supervision technique used is classroom visits. So, the supervisor will go straight into the classroom, usually at the back to pay attention to how the teacher is doing, and some are near the classroom door. Supervisors, apart from paying attention to whether the learning tools are complete, also pay attention to how the teacher teaches because it is related to cognitive development. In every program implementation there are bound to be obstacles, including the implementation of this supervision program.

The Head of Madrasah MTs Muhammadiyah Tarogong Kidul Garut explained several factors that hinder the progress of academic supervision activities as follows:

"The inhibiting factor in the implementation of supervision in Madrasahs is the limited facilities and infrastructure, because this infrastructure is really needed when students learn practically. "Then there are still teachers who do not prepare lesson plans on time." So, from the data presented above, it can be concluded that the implementation of supervision at MTs Muhammadiyah Tarogong Kidul Garut uses the class visit technique and in carrying out this supervision, the Head of MTs Muhammadiyah Tarogong Kidul Garut experienced several problems which caused by a lack of facilities and infrastructure and teachers who do not complete lesson plans as a teaching guide.

Evaluation is a process that involves finding information to find out whether the activities carried out are in accordance with the objectives that have been set or not, which will then be assessed and then the results will be used in future program improvements.

It is hoped that the results of the academic supervision evaluation will be able to identify teachers' problems in teaching so that teachers know what they should do to deal with these problems. Based on the results of an interview with the Head of the MTs Muhammadiyah Tarogong Kidul Garut Madrasah, the following results were obtained:

"Alhamdulillah, so far if there are problems encountered, they will be conveyed to K3M and there a solution will be found together. "Furthermore, it will be conveyed to the teacher, and the teacher can find out what needs to be improved."

Furthermore, the Head of Madrasah MTs Muhammadiyah Tarogong Kidul Garut added that the evaluation had an effect on improving their performance: "After supervision, you can know/monitor how the students' achievements have been after supervision of the teacher. "This can be seen from the students' exam results during daily tests and semester exams."

Based on the results of the interview above, it can be concluded that the evaluation carried out by the Head of MTs Muhammadiyah Tarogong Kidul Garut Madrasah to improve teacher performance is through learning assessment by monitoring students' exam results, and it is hoped that through this evaluation teachers will further improve their performance.

Academic supervision is professional assistance to teachers, which is carried out with good planning, careful observation, and objective feedback. Supervision can improve teachers' teaching performance (Mulyasa, 2012). Conceptually, Glickman in Asmani, (2012) states that academic supervision is a series of activities that can help teachers develop their ability to manage the learning process in order to achieve learning objectives.

Supervision program planning is the preparation of a planning document for a series of activities used to help teachers develop their abilities when managing the learning process to achieve learning objectives (Masaong, 2012). Academic supervision program planning at MTs Muhammadiyah Tarogong Kidul Garut is a program design that has been created by the school to achieve the objectives of the supervision. The academic supervision planning was carried out by the madrasah head to improve teacher performance at MTs Muhammadiyah Tarogong Kidul Garut.

The head of the madrasah who acts as a supervisor means that the head of the madrasah functions as a supervisor, controller, coach, director, and provides an example to the teachers and subordinates in the madrasah. One of the most important things for a madrasah head as a supervisor is to understand the various tasks and positions of all his subordinates or the school staff he leads (Syafaruddin, 2012).

The implementation of planning in academic supervision at MTs Muhammadiyah Tarogong Kidul Garut involves the Madrasah Head as supervisor, deputy madrasah head, school administrators or operators, supervised teachers, as well as students. It is hoped that this supervision will improve the performance and professionalism of the supervised teachers in Implementation of teaching and learning at MTs Muhammadiyah Tarogong Kidul Garut.

This supervision planning is carried out once a month by the school principal. This research also shows that the academic supervision planning carried out by the head of the MTs Muhammadiyah Tarogong Kidul Garut madrasa to improve teacher performance has indeed been prepared according to the provisions that have been set. This is because before the madrasa head supervises teachers, he begins by attending a deliberation at the Madrasah Head Working Group (K3M) in Garut City which discusses what needs to be prepared during the supervision.

The planning for academic supervision carried out at MTs Muhammadiyah Tarogong Kidul Garut includes:

- a. The head of the madrasah holds a deliberation before carrying out supervision of teachers in the K3M (Working Group of Madrasah Heads) for sub-rayon and Garut City levels.
- b. Hold a meeting with the teacher before supervision is carried out.
- c. Prepare a schedule for academic supervision carried out by the school principal once a month according to the academic calendar.

The components of academic supervision assessment that must be prepared by the teacher before starting learning in class are learning tools consisting of a learning program plan (RPP), syllabus, semester program, annual program, curriculum, teaching materials or materials, methods used, as well as the learning media. Academic supervision is a series of activities carried out to help teachers manage the teaching and learning process to achieve learning objectives.

Academic supervision is designed to influence teacher behavior directly in the learning management process. Academic supervision aims to: (a) increase the effectiveness and efficiency of the learning process, (b) monitor the quality of learning, (c) develop teacher professionalism, (d) motivate teachers. Through academic supervision, it is hoped that teachers can develop their abilities optimally in order to provide quality learning (Barnawi & Arifin, 2014).

When carrying out academic supervision activities, of course the head of the madrasah as a supervisor uses supervision techniques in its implementation. Therefore, every madrasah head who acts as a supervisor must know and have the ability to apply appropriate supervision techniques in carrying out supervision so that the goal is achieved from the start. Teachers' performance should be based on their work ethic, discipline, innovation and creativity in learning (Pathiyah, 2021). Supervision can also be carried out in various ways that must be taken into account with the aim that the common goal can become a reality or be achieved by holding this supervision (Purwanto, 2010).

The findings of this research indicate that the Head of Madrasah Muhammadiyah Tarogong Kidul Garut in carrying out supervision of teachers uses individual techniques. This individual technique is carried out by means of class visits or class observations. This means that during a class visit, supervisors come directly to the classroom to observe and see firsthand how the teacher plays a role in the teaching and learning process. The purpose of this direct observation is to find out whether the teacher who is teaching has met the requirements or not, and what methods they use. In this way, the supervisor can find out directly what the strengths and weaknesses of the teacher are teaching. The use of individual techniques itself is quite effective in improving teacher performance, especially in teaching discipline, starting from preparing teaching plans, carrying out learning and evaluating learning (Arifah, 2015; Hanief, 2016).

During the class visit, the head of the madrasa will check the completeness of the learning tools which should have been prepared by all teachers without exception, namely checking the Learning Program Plan (RPP), syllabus, semester program, annual program, curriculum, materials or teaching materials. Apart from that, the head of the madrasah also

looks at the teaching methods used by the teacher and the learning media he uses. The aim is to find out whether the method used by the teacher is appropriate to the students' conditions or not, and the learning media used is also important whether the teacher can master the class or not.

Based on the class visit, teacher deficiencies in learning will be found and there will be follow-up action from the head of the MTs Muhammadiyah Tarogong Kidul Garut madrasa to improve the teacher's performance. It is also known that deficiencies occur in the teaching and learning process, namely regarding the facilities and infrastructure in the madrasa. In overcoming the lack of facilities and infrastructure at MTs Muhammadiyah Tarogong Kidul Garut, the school principal maximizes the use of existing infrastructure and for teachers who do not complete the RPP on time, there will be a warning from the school principal as well as reminders and continuous monitoring so that the RPP can be completed on time.

These findings are in line with Nampar's (2020) research which found that teachers' ability to prepare lesson plans at the junior high school level was still below 60%. Even in other research, most teachers still only copy existing lesson plans without paying attention to suitability to the situation and conditions of the class (Maolana, 2018). Performance assessment of teachers is the most important part of the entire performance process of the teacher concerned when carrying out supervision (Leniwati & Arafat, 2017). Supervision in schools of teacher performance in the learning process is carried out by supervisors and school principals in accordance with the Regulation of the Minister of National Education Number 13 of 2007 concerning The School/Madrasah Principal Standards emphasize that a school/madrasah principal must have five minimum competency dimensions, namely: personality, managerial, entrepreneurial, supervisory and social competencies. Also, the principal must have teacher competencies, namely: pedagogical, personal, social and professional competencies (Syamsuddin, 2019). Teacher Ability Assessment Tool (APKG). Teacher ability assessment tools include: (1) learning plans (teaching plans and materials) or what is known as the Learning Implementation Plan (RPP); (2) learning procedures (classroom procedures); and (3) interpersonal relationships (in-personal skills). (Karsiyem & Wangid, 2015).

Evaluation is a systematic collection of facts to determine whether in reality changes have occurred within students and determine the extent of changes in students' personalities or not (Putra, 2013). Based on the results of this research, it shows that the academic supervision evaluation carried out at MTs Muhammadiyah Tarogong Kidul Garut has so far been carried out according to established procedures.

This evaluation is carried out with the main aim of finding out whether the teacher has carried out his duties well or not during the teaching and learning process in class. The evaluation was carried out by the head of the MTs Muhammadiyah Tarogong Kidul Garut madrasah to improve teacher performance in the teaching and learning process by monitoring the results of student exams which are carried out every week and at the end of the semester, with the aim of conveying what the teacher conveys during learning to the students good.

Evaluation is a very important thing to be carried out by the head of the madrasah for every activity program in the school, because this evaluation will certainly have a positive impact, especially for teachers to improve their performance. Evaluations are carried out also taking into account the conditions and needs for teacher quality development, especially in relation to the teaching and learning process (Kurniawan, Dwikurnianingsih & Sulastomo, 2018; Asril, 2021).

This evaluation will later be used to make improvements in the future which can be seen in how the teacher conveys his lessons in the classroom which is of course supported by learning tools. In accordance with Hasanah & Kristiawan's (2019) research which found that the results of the evaluation of the academic supervision process had a significant effect on the overall quality of teacher performance.

CONCLUSION

The supervision carried out by the Head of the MTs Muhammadiyah Tarogong Kidul Garut Madrasah is carried out once a month and is carried out in stages. Firstly, by holding a deliberation, followed by checking the completeness of the learning equipment. Next, by carrying out class visits, and finally follow up or evaluation. This academic supervision can help teachers prepare everything related to the teaching and learning process in the classroom. This supervision is also carried out to identify teacher deficiencies in teaching in class so far, especially in preparing learning programs. The implementation of supervision at MTs Muhammadiyah Tarogong Kidul Garut uses the class visit technique. The implementation of supervision experienced several problems caused by a lack of facilities and infrastructure and teachers not completing the RPP as a teaching guide.

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