

## The Role of Teacher Supervision in Learning Quality

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### ABSTRACT

Educational supervision in schools plays an important role in maintaining and improving the overall quality of education. The quality of education is determined by various factors, one of which is the role of teachers. This study aims to explore the role of teacher supervision in learning quality. This research uses a descriptive qualitative method, so it is necessary to conduct observations and interviews in one of the public junior high schools in Central Lampung District. The result obtained from this research is that the role of teacher supervision is very important in improving the quality of learning in schools. Supervision that is carried out in a planned and data-based manner has a positive impact on the capacity development of teachers and principals. Various challenges faced in implementing supervision, such as managerial busyness, lack of preparation from teachers, and limited facilities, can be overcome with improved coordination, more careful planning, and the use of technology to support the supervision process. This teacher supervision is seen in the improvement of learning quality, more effective education management, and better achievement of educational goals. Thus, teacher supervision plays an essential role in creating a quality and sustainable learning environment.

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## INTRODUCTION

Supervision is an action taken by a supervisor to monitor and manage the performance of teachers with the aim of improving the quality of education. In this context, educational supervision in schools plays an important role in maintaining and improving the overall quality of education. The quality of education is determined by various factors, one of which is the role of teachers. Although teachers have the potential to be creative and improve their performance, they often face obstacles in optimizing this potential, both in terms of their abilities in the learning process and the availability of educational facilities. According to Law No 20 of 2003 on the National Education System Article 57, educational supervision is an integral part of the education system that aims to improve the quality of education.

However, the implementation of supervision in the field often faces various challenges. Several studies show the existence of limited human resources, such as the lack of competent supervisors and limited time to conduct quality supervision (Subekti, 2020). In addition, some teachers' negative perception of supervision, which is perceived as a form of control over their performance, creates resistance in the supervision process (Iskandar, 2019). These obstacles are further exacerbated by the lack of adequate administrative and policy support for the implementation of effective and sustainable supervision (Setiawan & Zubaidah, 2017). As a result, the effectiveness of supervision is hampered and has a negative impact on the quality of learning produced.

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Overcoming these barriers requires collaboration with various related parties, such as the education office and school committees (Kurniati, 2020). This collaboration is essential to ensure supervision is effective and achieves the goal of improving education quality. In addition, a participatory approach that involves teachers and principals at every stage of supervision can increase a sense of shared responsibility and motivation in an effort to improve the quality of education. Pribadi (2022) emphasizes that collaborative supervision is a strategy that encourages cooperation between teachers and principals in improving teaching quality. This approach emphasizes the importance of involving all parties in the supervision process so that the desired improvements can be implemented effectively.

Various innovative approaches have been proposed and tested in educational practice to address these challenges. One such approach is clinical supervision, which allows teachers and supervisors to work together to identify and improve aspects of teaching that require special attention (Goldhammer, 1969; Sergiovanni & Starratt, 2007). Collaborative supervision approaches are also gaining popularity as they encourage cooperation between supervisors and teachers in designing, evaluating and improving the learning process (Mette et al., 2015). In addition, the utilization of technology in supervision, such as the use of digital platforms and monitoring software, shows great potential in overcoming distance and time constraints (Davis et al., 2018). These studies indicate that innovative supervision approaches can help improve the quality of learning and build more positive relationships between teachers and supervisors.

Effective educational supervision not only improves the quality of teaching but also strengthens the overall management of the school. Through a systematic and data-driven approach, supervision can create sustainable changes that support the improvement of education quality and the achievement of national education goals. Data-based supervision is an important component that cannot be ignored. Through report card analysis, supervisors can identify areas that need improvement and design more targeted supervision programs. Research by Anggriawan and Muspawi (2023) shows that using report cards as the basis for data-based planning in RKAS helps schools improve the quality of learning and manage budgets effectively. Syamsuddin and Harianto (2023) emphasized that the education report card, when used as a reference, promotes improved outcomes through planning based on evaluation results and reflection.

Although various solutions have been identified, there are still gaps in current supervision research and practice. One of the main gaps is the lack of research combining technology-based supervision approaches with collaborative approaches, which could potentially have a greater impact on improving learning quality (Knight, 2014). In addition, the challenge of implementing consistent supervision across educational institutions, especially in remote areas that lack access to adequate facilities and resources, remains an issue that needs to be addressed (Anderson & Shannon, 2015). Therefore, this article aims to address the need for supervision that is more relevant, adaptive and responsive to learning needs in an evolving educational era. In this context, supervision has a very important strategic role in education. Supervision that is carried out effectively can improve the quality of learning through developing the professionalism of educators, improving the quality of the teaching and learning process in the classroom, and providing constructive feedback and consistent guidance. Thus, the implementation of good supervision is expected to support the creation of quality and sustainable learning.

### **Definition of Educational Supervision**

Etymologically, supervision comes from the words super and vision, which respectively mean above and vision. So, supervision means vision from above. This definition is a figurative meaning that describes a position that sees a higher position than the one being seen (Rosidin,

2020). Supervision is any direct supervision by school leaders to develop leadership for teachers and other school staff in achieving their educational goals. In addition, it develops mentoring and opportunities to develop teachers' skills and abilities to carry out implementing activities in education, and maintaining educational tools and better teaching and assessment methods, such as a systematic approach to the stages of the entire educational process. From this, supervision is a supportive, primary service for individuals and groups that helps teachers apply knowledge and skills to improve learning in order to provide better services to students and parents (Rahman, 2021).

Educational supervision is an activity that aims to guide and foster and evaluate teachers in developing learning, including all supporting elements. Therefore, educational supervision is essentially a variety of activities that help improve the skills of educators in teaching in schools properly and supported by other elements such as adequate infrastructure, curriculum, teaching and assessment systems (Shaifudin, 2020).

Classroom supervision is an activity related to efforts to improve and enhance learning processes and outcomes at school. Classroom supervision is everything that is done by school personnel to maintain and change what the school does in a way that can directly affect the learning process in an effort to improve the quality of the process and student learning outcomes. Classroom supervision is a form of assistance, coaching and guidance provided after observing the learning process activities in the classroom by the principal or supervisor, mainly to overcome the difficulties faced by teachers in the learning process (Rosidin, 2020).

Clinical supervision according to Nana Sudjana (2008) is defined as professional assistance provided to teachers who experience problems in carrying out learning so that the teacher can overcome the problems he experiences related to the learning process. Clinical supervision is professional assistance provided to teachers who experience problems in learning so that the teacher concerned can overcome his problems by taking systematic steps (Rosidin, 2020).

Educational supervisors are people who supervise schools to improve the quality of the process and learning outcomes. In general, educational supervision is a process of providing assistance to improve the quality of education, for which supervision can be carried out from principals to teachers, from supervisors to principals (Nuralisa et al., 2015). The main objectives of educational supervision are to increase the effectiveness and efficiency of the teaching and learning process, improve teacher performance, and improve student learning outcomes. With supervision activities, it is hoped that educational activities can be carried out properly and be able to achieve the goals of the school concerned, so that in the end it is able to realize the goals of National education (Kristiawan et al., 2019).

### **Definition of Learning Quality**

Etymologically, quality is defined as an increase in level towards an improvement or establishment. The term quality comes from the English language, namely quality and is equivalent to the word quality in Indonesian. Because quality means the weight or height of something, quality is something that must be done well. Meanwhile, learning comes from the word learning which means a stage of change in individual behavior that is relatively stable as experience and interaction with the environment which results in cognitive processes (Yanto, 2014).

The Ministry of Education and Culture (2019) defines the definition of quality as the school's ability to manage the school operationally and efficiently on components related to the school, so as to produce added value to these components according to applicable norms or standards. A learning can be said to be of quality if learning is able to put the position of the teacher (teacher) able to play its role appropriately according to needs, and learning that is able

to increase creativity and participation in learning activities so that it has the expected competencies. The benchmark for the success of a lesson can be seen from the learning outcomes (Irvan, 2019).

Mariani (2009) states that learning quality operationally can be interpreted as the intensity of systemic and synergistic linkages between teachers, students, learning climate, and learning media in producing optimal learning processes and outcomes in accordance with curricular demands (Haryati & Rochman, 2012). According to Daryanto (2011) that learning quality is a level of achievement of initial learning objectives including art learning, in achieving these goals in the form of increasing knowledge, skills and developing students' attitudes through the classroom learning process (Prasetyo, 2013).

Basically, the quality of education is the ability of schools to produce added value according to applicable standards. In relation to quality learning, there are five references, namely suitability, attractiveness, effectiveness, efficiency and productivity of learning. The quality of the learning process is one of the benchmarks that can determine the success or failure of the learning process. There are three elements that greatly affect the quality of learning: teacher competence, class characteristics and school characteristics (Rosidin, 2020).

In the context of education, the notion of quality includes inputs, processes, and educational outputs. Educational inputs are everything that must be available because they are needed for the process to take place, including elements of leadership, education personnel, education personnel and students. The educational process is the change of something into something else. The process in question is decision making, the teaching and learning process, the monitoring and evaluation process, with the record of the teaching and learning process having the highest level compared to other processes. Educational output is the performance of educational institutions, which means the achievements of educational institutions resulting from the process or behavior of educational institutions that can be measured by quality, effectiveness, efficiency, quality of work life and work morale. Therefore, indicators and standards of education quality are developed holistically ranging from input, process and output. Thus, what is meant by the quality of educational institutions is the quality of various services provided by educational institutions to students and to teaching staff for a quality learning process so that graduates can be useful and can be utilized as much as possible by the community in accordance with their fields (Warisno, 2022).

For every institution, quality is high on the agenda and improving the quality of learning is the most important task. Quality is about assessing how a product meets certain criteria, standards and references. In the world of education, this standard according to the Ministry of National Education can be formulated through scholastic learning outcomes that can be measured quantitatively, and observations that are qualitative, especially for the fields of social education (Ramadina et al., 2023).

### **The Role of Teacher Supervision in Learning Quality**

Law No. 14/2005 on Teachers and Lecturers, Chapter I Article 1 states that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, primary education, and secondary education. Teachers are the key to education, meaning that if the teacher is successful, it is likely that the students will be successful. If teachers are able to be a source of inspiration and motivation for their students, it will be the strength of students in pursuing their big goals in the future. Behind the success of students, there is always a teacher who inspires and motivates them as a source of stamina or energy to always learn and move to catch up and achieve progress (Mujiyana, 2019).

Suyanto & Jihad (2013) provide an understanding that teacher competence is a description of what a teacher must do in carrying out his job, both in the form of activities, behavior, and results that can be shown in the teaching and learning process. In the perspective of Government Regulation No. 19 of 2005 concerning National Education Standards, four types of teacher competencies are formulated, namely pedagogical competence, personality competence, social competence, and professional competence.

However, not all teachers have the perfection of these competencies. This can be seen from the number of teachers who cannot carry out their duties properly, in planning and implementing the learning process at school, so that there are differences in the results or quality of education produced by each teacher. Teachers are required to be able to create conducive learning situations, be able to manage classes, be able to master subject matter, be able to master learning theories, and skillfully apply various methods in educating students in schools (Ramadina et al., 2023).

Supervision is an effort to help teachers in carrying out their professional duties so that teachers are able to help their students learn to be better than before. Supervision is a technical professional service with the main objective of studying and improving together in guiding and influencing children's growth. Academic supervision is an assistance effort provided to teachers focusing on academic problems, namely taking place in learning activities (Mujiyana, 2019).

The benefits obtained from teacher supervision include improved teacher performance because with constructive feedback, teachers can improve and develop their teaching methods, improved learning quality because with effective supervision, the teaching and learning process becomes more efficient and effective which has a positive impact on student learning outcomes, and continuous professional development through supervision which encourages teachers to continue to learn and improve their competence (Sabandi, 2013).

There are two metaphors to illustrate the importance of educational supervision for teachers. First, the position of teacher is compared to a water source. The water source must continue to increase, so that the river can flow water continuously. Otherwise, the water source will dry up. Likewise, if a teacher never reads new information, does not increase his knowledge about what he teaches, then he is unlikely to provide knowledge and knowledge in a more refreshing way to students. Secondly, the position of a teacher is compared to a fruit tree. The tree will not bear fruit if the roots of the tree do not absorb food substances that are useful for the growth of the tree. Likewise, the teaching position needs to grow and develop. Both the teacher's personal growth and the growth of the teaching profession. Every teacher needs to realize that professional growth and development is a must to produce quality educational output. That is why teachers need to learn continuously, read the latest information and develop creative ideas in learning so that the teaching and learning atmosphere is exciting and fun for both teachers and students (Mahani, 2023).

Teachers are the determinants of educational success through their performance at the institutional and experiential levels, so efforts to improve the quality of education must start from the aspect of teachers and other education personnel concerning the quality of their professionalism and welfare in a professional education management (Mahani, 2023). Given the importance of these activities, school principals need to make a supervision program every year and be accompanied by school supervisors. If this supervision is intensified and/or implemented on an ongoing basis, then teacher performance, principal performance and school performance can continue to improve. The teaching and learning process can be qualified so that the quality of school learning can be qualified as well (Maryam, 2019).



## Principles of Educational Supervision

The implementation of classroom supervision involves important principles stipulated in PMPTK (2010), namely practical, systematic, objective, realistic, anticipatory, constructive, cooperative, familial, democratic, active, humanist, sustainable, integrated, and comprehensive (Priansa & Somad, 2014).

Piet A. Sahertian (2008) reveals the principles of supervision as follows: Scientific principles have systematic characteristics (meaning that they are carried out regularly, planned and sustainable), are objective (meaning that the data obtained is based on real observations), and use tools / instruments that can provide information as feedback to conduct an assessment of the teaching and learning process (Putri & Jamilus, 2022).

Democratic principles that uphold the principle of deliberation. The services and assistance provided by supervisors to teachers are based on familiar human relations and an atmosphere of warmth. Although the teacher plays a subordinate role, there is no social gap between the teacher and the supervisor. Teachers can express their opinions on the latest ideas or ideas they have. Decisions and opinions from supervisors can also be well received by teachers (Milasari et al., 2021).

The principle of cooperation means developing joint efforts or sharing of ideas, sharing of experience, providing support, and stimulating teachers. This means that in the activities of data collection, data analysis, and improvement, and the development of the teaching and learning process should be carried out by means of cooperation of all school staff (Fathih, 2022).

The constructive and creative principle aims to foster teacher initiative and encourage teachers to actively create an atmosphere where everyone will feel safe and free to develop their potential (Saidah, 2020).

## METHODS

This research method uses a qualitative approach with descriptive methods. Qualitative research methods are research methods that aim to understand things in real life. In this method, the researcher acts as the main instrument in the data collection process. Data is collected through various techniques simultaneously (called triangulation), then analyzed with an inductive or qualitative approach, so that the results emphasize understanding the meaning rather than producing general conclusions (Sugiyono: 2013). Data collection techniques in qualitative research are carried out by collecting data through observation and interviews. Observation in this study is to observe the teacher while conducting learning in the classroom using a check list sheet containing a list of observations to be given a check mark (✓) according to the aspects observed. Interviews were conducted to obtain additional information and ensure that the data that had been collected was accurate. In this study, we interviewed teacher and principal interviews at one of the secondary schools in Central Lampung. This study used purposive sampling technique to select informants in the research to be conducted. Purposive sampling is a way of selecting informants based on the criteria and needs of the author. The informants in this study were a teacher and principal of one of the secondary schools in Central Lampung.

## RESULTS AND DISCUSSION

Based on the results of interviews and observations conducted, researchers can present and explain the informants' answers related to the questions asked about the role of educational supervision in improving the quality of learning. In this study, the informant gave an opinion regarding the importance of educational supervision to improve the quality of student learning, and he said that:

"Supervision is the process of assessing, mentoring and training teachers and principals to ensure that the quality of education continues to improve. With the changing regulations, the main focus of supervisors is now mentoring, but there are indications that the role of supervisors will return to more assessment and evaluation functions as before."

From the results of these interviews, it can be concluded how important supervision is in education to improve the quality of student learning. Furthermore, the researchers asked questions about the problems or obstacles faced in the implementation of educational supervision in one of the secondary schools in Central Lampung district. The informant gave the following answer:

"Some of the challenges faced in implementing educational supervision in schools include: 1) High managerial busyness of school principals, 2) Lack of preparation from teachers who will be supervised, 3) Lack of clear understanding or communication regarding the purpose and benefits of supervision, 4) Irregularity in the schedule of supervision implementation, 5) Limited facilities and infrastructure, and 6) Limited time to prepare the supervision process well. In addition, the obstacles faced by school principals in implementing academic supervision are the limited time available, which can cause educators to feel rushed or underprepared."

The statement given by the informant was based on an analysis of the problems faced by the school. Furthermore, the researcher asked questions about how these problems were handled.

"To overcome the challenges in supervision, we can improve coordination, plan better and provide sufficient training and support for teachers and principals. In addition, the use of technology and more flexible scheduling can also help reduce barriers."

Furthermore, the researcher asked questions about the requirements that need to be met by a supervisor in carrying out his duties, especially as a supervisor in schools. The informant answered that:

"A supervisor in a school should be able to assess and evaluate objectively, and fully understand the purpose and benefits of supervision. In addition, supervisors also need to have good communication skills so that they can provide clear and constructive directions and feedback to teachers."

From the informant's statement above, he mentioned several requirements that a supervisor needs to have. Then, the researcher continued by asking what principles the supervisor must have in order to carry out his duties effectively and achieve the goal of supporting the success of the teaching and learning process at school.

"An effective supervisor must have several important principles, including objectivity in assessment, where they must be able to assess teachers and principals fairly and without bias. Good communication skills are also very important so that supervisors can provide clear and constructive feedback. In addition, a participatory approach is needed, where teachers and principals are involved in planning and evaluating supervision to ensure relevance and better implementation. Supervisors should also focus on coaching and mentoring, not just evaluation, and strive to continuously improve the capacity of teachers and principals through appropriate training. Finally, strengthening cooperation between supervisors, schools and education offices is needed to ensure supervision is effective and supports the educational goals of schools."

Then, the researcher asked about the steps taken to improve the quality of the teaching and learning process. Here is the answer:

"To improve the quality of teaching and learning, I took several actions that involved improving the competence of teachers and principals. The first step is to assist them in data-based program planning, such as conducting report card analysis and developing work programs that suit the needs of each school. In addition, I also routinely provide relevant trainings in both pedagogical and professional aspects to improve teaching skills. I ensure that supervision is not only evaluative but also nurtures teachers to improve by providing constructive feedback and suggesting further training that supports their development. This is expected to drive improvements in the quality of education in every school I supervise."

The researcher then asked about how his role or response as a supervisor at school if he knew that there were teachers who did not master the material or teaching materials being taught. He answered that:

"If I find out that a teacher lacks mastery of the material, the first step I take is to conduct an evaluation through supervision and classroom observation. After that, I will provide direct assistance, such as training or discussions, to help the teacher improve their understanding and teaching skills. I will also encourage teachers to attend further training and ensure there is ongoing support to improve the quality of teaching in the school."

From the informant's statement above, he explained that in addition to being expected to carry out a quality teaching and learning process, an educator must also be able to improve his understanding and teaching skills by attending various trainings and discussions. Then, the researcher asked questions about the techniques used by supervisors in carrying out their duties as supervisors for teachers. He also gave the following answer:

"As a supervisor, I use participatory and data-based supervision techniques. I help teachers design work programs according to school needs, conduct evaluations through classroom observations and provide constructive feedback. In addition, I also assist teachers through training and discussions to ensure their teaching continues to evolve according to the standards and demands of the times."

Furthermore, the researcher asked questions about the successes that have been achieved through supervision in the school. Here are the answers:

"The successes that have been achieved through supervision in this school can be seen from the improved performance of teachers and principals, both in terms of administration, teaching skills and school management. In addition, supervision also has an impact on improving the quality of learning and achieving better educational goals. I feel that the supervision has helped teachers become more organized and prepared in the learning process, which in turn contributes to the school's success in achieving the expected education standards."

The questions asked in the interviews provided a clear picture of the school's condition regarding the role of teacher supervision in improving learning quality. The interviews show that supervision conducted by supervisors in these schools has a significant impact on teachers' capacity building, more effective learning management and improvements in the overall quality of education. With planned steps and continuous evaluation, teacher supervision plays an important role in supporting the quality of learning in schools.

## CONCLUSION

Based on the discussion presented above, it can be concluded that the role of teacher supervision is very important in improving the quality of learning in schools. Supervision that is carried out in a planned and data-based manner has a positive impact on the capacity



development of teachers and principals. Various challenges faced in implementing supervision, such as managerial busyness, lack of preparation from teachers, and limited facilities, can be overcome by improving coordination, more careful planning, and using technology to support the supervision process. In addition, effective supervisors must have the principles of objectivity, good communication skills and a participatory approach to ensure relevance and better implementation of supervision. The results of supervision are seen in improved learning quality, more effective education management and better achievement of educational goals. Thus, teacher supervision plays an essential role in creating a quality and sustainable learning environment.

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