The Essence of Educational Supervision in Improving Learning Quality

by Nurhuda, Nunuk Suryanti, Fitria Jayanti.

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Nurhuda[1], Nunuk Suryanti[2], Fitria Jayanti[3]

[1]Fakultas Keguruan dan Ilmu Pendidikan, Universitas Islam Riau, Pekanbaru, Riau, Indonesia
[2]Fakultas Keguruan dan Ilmu Pendidikan, Universitas Islam Riau, Pekanbaru, Riau, Indonesia
[3]Fakultas Keguruan dan Ilmu Pendidikan, Universitas Islam Riau, Pekanbaru, Riau, Indonesia

Abstract: This article aims to describe the importance of educational supervision in improving the quality of learning in Indonesia. This research was conducted with a qualitative descriptive research approach. Data collection techniques were carried out by interviews and Focus Group Discussion (FGD). The results of the study show that educational supervision plays a role in supervising educational activities, correcting deficiencies and errors in the educational process, planning, observing, coaching and supervising to improve the quality of education in Indonesia. Improving the quality of learning is inseparable from the role of the teacher, because the teacher is the key to success in every effort to improve the quality of learning. Therefore, teacher professionalism needs to be continuously improved by educational supervisors. Teacher professionalism is increased by supervisors through educational supervision techniques such as class visits, class observation and clinical supervision. In order to improve the quality of educators, the principal conducts coaching and strengthening knowledge by involving teachers in MGMP, Training, and Worshop activities that are held within and outside the Institution with the aim of improving the quality of learning so that the performance of educators can continue to be developed so that learning will run effectively. Meanwhile, the constraints in the implementation of educational supervision include limited time, limited implementation instructions and limited costs. For this reason, it is necessary to follow up in the form of strengthening the academic supervision instrument, which includes developing the learning process and strengthening the supervision instrument.
Keywords: educational supervision, education quality improvement.

1. Introduction

Quality learning is learning that is capable of carrying out the process of maturing the quality of students developed by freeing students from ignorance, incompetence, powerlessness, untruth, dishonesty, and from bad morals and faith. Improving the quality of learning in an education unit is an action taken by an education unit to improve the results of the implementation of education so that it is in accordance with the established educational policy directions through increasing the effectiveness and efficiency of the educational processes and activities carried out.

In essence, learning can be carried out well if there is good interaction between teachers and students and supporting facilities and infrastructure. One of the determinants of success in learning activities is the teacher, but if the teacher's low motivation to teach and low motivation to make learning tools, then the result will be low student motivation to learn. Based on this fact, in improving the quality of learning in schools, professional supervision is needed who are able to be role models, guide and motivate teachers in improving the quality of learning in schools.

The school principal in supervising does not only assess the performance of a teacher but all activities related to the learning process. This is supported by a statement by Glickman (1981), who said academic supervision is a series of activities to help teachers develop their ability to manage the teaching and learning process for the achievement of teaching objectives. Supervision is a follow-up to control and inspection, carried out based on previously found data. Supervision is part of control, namely coaching to improve and improve the quality of learning (Suhardan, 2010). The control aims to check whether the work is running as planned. Meanwhile, inspection is an inspection in the workplace to find out how the work process is carried out.

Schools can improve the quality of their education by knowing the development of the school through supervision. Besides that, supervision is needed by an educator who experiences the various obstacles described above by providing guidance, direction and assistance in developing his potential to become a professional educator. Therefore, supervision is very important and much needed for schools. Sahertian (2000) argues that the implementation of supervision is considered effective considering the objectives of implementing supervision are realized.

Supervision can be seen from three perspectives, namely etymological, morphological and semantic points of view. According to Oteng (in Shulhan, 2013) from an etymological point of view, supervision comes from English, namely supervision, which means supervision. The use of the term supervision is often interpreted

as directing or directing. Morphologically, according to Amentembun (in Shulhan, 2013) supervision consists of two words, namely super and super vision (super and vision) super containing above or more while vision means to see, observe, and supervise . So supervision means seeing, observing and supervising from above or at the same time showing that the person carrying out the supervision is higher than the person being seen, observed and supervised. Meanwhile, semantically, supervision is a planned coaching activity to help teachers and other school employees to carry out their work effectively (Poerwanto, 2017).

Thus, it means that the essence of academic supervision is not at all assessing the teacher's performance in managing the learning process, but rather helping teachers develop their professional skills (Saiful Bahri, 2014). Even so, academic supervision cannot be separated from evaluating teacher performance in managing learning (Nurindarwati, 2020).

In the world of education in Indonesia, the word supervision is not very popular. Since the Dutch colonial era until now people are more familiar with "inspection" rather than supervision. The definition of "inspection" as a legacy of Dutch education tends to be autocratic oversight which means "finding teacher mistakes and then punishing them". While supervision implies a more democratic sense. In its implementation, supervision not only monitors whether teachers/staff carry out the tasks that have been given, but also works together with teachers, as well as improving the teaching and learning process. So in supervision activities, teachers are not considered as passive executors, but are treated as working partners who have ideas, opinions, and experiences that need to be heard and appreciated and included in efforts to improve education (Poerwanto, 2017).

Educational supervision techniques emphasize the supervisory role of assisting, serving and fostering other personnel teachers in schools with a view to improving the quality of teacher teaching abilities. Guidance provided by supervisors as an effort to provide opportunities for teachers to develop professionally. So that they are more advanced in improving and enhancing the learning abilities of their students. Given the importance of this professional guidance for teachers, supervisors must always improve and refresh their knowledge several levels more than teachers. Because if the supervisor is the same or even below the teacher's quality, then the task of guidance and providing assistance to the teacher is not very meaningful.

Harris (1975) suggests what learning supervision is done by supervisors for teachers to maintain or change the implementation of school activities which directly affect learning in an effort to improve the quality of student learning. Meanwhile, according to Sergiovani and Starrat (2007), that supervision is a process specifically designed to assist teachers and supervisors in learning daily tasks at school, in order to be able to use knowledge and abilities to provide better service to parents of students and schools, and strives to make schools conducive and effective learning." So, supervision is helping teachers to maintain or change the implementation of learning service activities in schools so that teachers can use their abilities and knowledge to provide better learning services to their students (Sagala, 2009).

Through supervision, teachers as the main actors in the implementation of the education system can be assisted by the growth and development of their profession, so that they can really provide meaningful support for achieving learning goals in schools. Teacher professional development needs to be carried out in schools as an effort to improve the quality of education, both the quality of teachers in teaching, student learning, as well as the suitability of materials and teaching methods with the demands of student needs. Thus, this article wants to know the role of educational supervision in improving the quality of learning in Indonesia.

2. Literature Review

2.1 Educational Supervision

Educational supervision is an effort to continuously stimulate, coordinate and guide the growth of teachers in schools both individually and collectively, so that they understand more and are more effective in realizing all the teaching functions so that they can stimulate and guide the growth of each student, so that in this way they are able and more adept at participating in modern democratic societies (Bordman et. Al., 1953).

According to Suharsimi Arikunto (2004), supervision is, "Supervision comes from English consisting of two root words, namely super which means "above" and vision which means "to be seen", so overall supervision is defined as "seeing from above", With that understanding, supervision is defined as activities carried out by supervisors and principals as officials who are above or higher than the teacher to observe or supervise the teacher's work. Adam & Dickey (Sahertian, 2000) argues that "supervision is a program that plans to improve teaching. The program is essentially an improvement in terms of learning and teaching".

While Mantja (2007) said that supervision is defined as supervisor activities (official positions) carried out to improve the teaching and learning process (Proses Belajar Mengajar-PBM). There are two objectives (dual objectives) that must be realized by supervision, namely; improvement (student teacher) and improvement of education quality. Not far from the meaning of supervision expressed by Purwanto (2017), supervision is a planned coaching activity to assist teachers and school staff in carrying out work effectively. Educational supervision is coaching in the form of guidance or guidance towards improving the educational situation in

general and improving the quality of teaching and learning and learning in particular. Supervision is part of control, namely coaching to improve and improve the quality of learning (Suhardan, 2010).

Sahertian (2000) argues that the implementation of supervision is considered effective considering the objectives of implementing supervision are realized. Basyirudin and Usman (2002), said that the principal is expected to develop a supervision program that is able to provide assistance to teachers so that they can improve themselves optimally. The supervision service aims to increase professionalism in the learning process. Improvement of teacher performance and professionalism is very necessary, because of increased teacher performance and professionalism; "This is not only done for teachers in developing countries but also in many developed countries, now there is a tendency to continuously improve teacher competence and develop the teaching profession" Supeno (1995).

The purpose of educational supervision in Glickman's view is to facilitate teachers in developing competencies and abilities to achieve learning objectives that have been planned for students (Glikman, 1995). Through academic supervision, it is expected that the academic quality carried out by teachers will increase. Competency/capability development in this context is not only interpreted narrowly, solely emphasizing on increasing teacher knowledge and teaching skills, but also on increasing teacher commitment or willingness or motivation, because by increasing teacher abilities and teacher work motivation, the quality of learning will increase. Teachers are required to be able to develop education that encourages progress by designing fun and interesting learning using a variety of existing and integrated technologies as a solid foundation in character building in the era of the industrial revolution 4.0 with the aim that students always get closer and know God. Regards, 2020).

Educational supervision has various functions. In simple terms, the supervision function includes four main functions, namely: "(1) research function, (2) assessment function, (3) repair function, and (4) improvement function" (Satori, 2006). The supervision carried out is directly related to the teacher's professional duties, namely: "(1) teaching planning skills, (2) teaching implementing skills, and (3) teaching evaluating skills" (Bapadal, 1992). Teaching supervision in general aims to: "monitor and supervise the performance of school staff in carrying out their respective duties and responsibilities so that these staff work professionally and improve the quality of their performance" (Waite, 1995).

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Furthermore, Wiles & Bondi (1986) in Maulana (2012) states that educational supervision has three dimensions: administration to achieve learning objectives, curriculum implementation; and teaching according to the learning program plan and its implementation. Furthermore, Hismanoglu and Hismanoglu (2010), said the educational supervision function is categorized into six main categories: developing curriculum, supervising and managing educational settings, supervising teaching methods and techniques, supervising teacher professional development. , supervise novice teachers and assess or evaluate the educational process.

According to Gwyn (1961) supervision methods or techniques can be classified into two namely:

1. **Individual supervision techniques**
   The individual supervision technique referred to here is the implementation of supervision given to certain teachers who have special and individual problems. The supervisor here only deals with a teacher who is seen as having certain problems. Supervision techniques that are classified as individual techniques include:
   A. Class visits
   Class visits are teacher coaching techniques by school principals, supervisors, and other coaches in order to observe the implementation of the teaching and learning process so as to obtain the necessary data in the context of teacher development. The purpose of this visit is solely to assist teachers in overcoming their difficulties or problems in the classroom. Through class visits, teachers are assisted to clearly see the problems they are experiencing. Critically analyze it and encourage them to find alternative solutions.
   B. Class observation
   Class observation is an observation technique carried out by supervisors on the ongoing learning process. The goal is to obtain data as objectively as possible regarding aspects of the teaching and learning situation, the difficulties faced by teachers in trying to improve the teaching and learning process.

C. Individual meeting or clinical supervision

Individual meeting is a meeting, conversation, dialogue, and exchange of ideas between coaches or supervisors and teachers, teachers and teachers, regarding efforts to improve teachers' professional abilities.

D. Inter-class visits

Interclass visits can also be classified as an individual supervision technique. Teachers from one visit to another class within the school environment itself. With this inter-class visit, the teacher will gain new experience from his colleagues regarding the implementation of the learning process and class management, and so on.

E. Self-assessment

Self-assessment is an individual technique in educational supervision. Self-assessment provides objective information to the teacher about his or her role in the classroom and provides an opportunity for the teacher to learn about his or her teaching methods in influencing students.

2. Group supervision techniques

The group supervision technique is a way of implementing a supervision program aimed at two or more people. Teachers who are suspected, according to the needs analysis, have the same problems or needs or weaknesses are grouped or gathered together. Then they are given supervision services according to the problems or needs they face.

2.2 Improvement of Learning Quality

Quality with regard to products and services, as Ikezawa stated that quality and customer satisfaction are the same (Mahmud, 2012). In the context of education, the meaning of quality is always based on the education system as a whole, starting from planning, the educational process, evaluation, and educational results. Quality of Education is the suitability between the needs of interested parties or stakeholders both internally (students, educators, principals and other education personnel) and externally (prospective students, parents, community, government, business and industry), with the services provided by education managers (Abdullah Sani, 2015).

The quality of learning is the overall description and characteristics of educational services internally and externally which demonstrate their ability to satisfy the expected or implied needs including educational input, process and output. Improving the quality of learning is choosing, establishing and developing learning methods that must be based on four main things called learning conditions, namely: (1) learning objectives to be achieved, (2) learning content that students must learn to achieve these learning objectives , (3) learning resources that are available and can deliver educational messages that are more effective and efficient, and (4) the characteristics of students who learn, especially those related to abilities that have been mastered by students, socio-economic level, social class and community structure, level education, teaching methods, learning styles and so on.

Improving the quality of learning is a demand that must be fulfilled by every madrasah in the era of globalization. Improving the quality of learning must rely on educational institutions to continuously and continuously increase their organizational capacity and ability to meet the demands and needs of students and society (Mutohar, 2013). Improving the quality of learning is achieved by increasing the knowledge and skills of teachers who carry it out, they are fostered so that they carry out their duties effectively. They are fostered so that the skills and abilities they have are fully devoted to improving the learning process of students in the class they are responsible for (Suhardan, 2014). In improving the quality of learning, a teacher is required to have the ability to plan learning, the learning process and the evaluation of learning outcomes, namely the cognitive, affective, religious and psychomotor domains. This relates to professional teachers.

According to Nana Syaodih, in improving the quality of education there are several principles, namely: a) Quality improvement requires professional leaders in the field of education to improve the nation's education system. b) Improvement that must be changed in the existing natural resources in madrasas in developing needs to compete in a global world. c) The quality of education can be improved if administrators, teachers, staff, supervisors and office leaders develop attitudes that are centered on leadership, accountability work, and recognition. d) The main key in improving quality is commitment to change. If all teachers and madrasah staff are committed to change, leaders can easily encourage them to find ways to improve the efficiency, productivity, and quality of education services.

In the context of quality improvement, leaders must be able to determine and control the vision of the school. Therefore, school principals in the context of school quality improvement management must have vision, creativity, sensitivity, empowerment, and understand change management. The work process is an important key that must be agreed upon in the management of madrasah quality improvement. The structure is a

work step in organizing and determining the lines of authority in the context of quality improvement (Mutohar, 2013).

Based on the statement above, it can be concluded that in the context of improving the quality of learning based on educational institutions, leaders must be able to determine and control because improving the quality of learning is a demand that must be met by every madrasah in the era of globalization.

3. Research Methods

This research used a qualitative descriptive research approach. It is said to be descriptive qualitative because this study aims to describe the results of data processing in the form of words, general descriptions that occur in the field. This research approach uses descriptive qualitative methods, so the instrument in this study is the researcher himself who acts as the main research instrument. The population in this study were ten public high schools in Riau Province, using a purposive sampling technique. To obtain data, the data collection techniques that researchers used were interviews and Focus Group Discussion (FGD). The author does data analysis by organizing the data, sorting it into manageable units, synthesizing it, searching and finding patterns, finding what is most important and what is learned. The final step in qualitative data analysis is drawing conclusions and verification. The initial conclusions put forward are still temporary, and will change if strong evidence is not found to support the next data collection stage.

4. Results and Discussion

From the results of interviews conducted with twenty teachers in ten public high schools in Riau, the researchers obtained information that the essence of supervision is monitoring and fostering school management and administration. Based on the results of interviews with twenty teachers, it was concluded that educational supervision techniques that were often carried out included: class visits, class observations and individual meetings or clinical supervision. As excerpts from the results of the interview submitted by one of the informants that:

"Supervision is an activity to develop teachers which is carried out according to the school plan, with the hope that the teachers here and all other school staff can carry out their work effectively and efficiently according to the school plan. In technical schools supervision is often carried out by the principal such as class observation, class visits and clinical supervision" (Interview, Aminatul Zuaria).

Through academic supervision, it is hoped that the quality of learning carried out by teachers will increase. Supervision activities are very important if you want good quality education in schools, this is because supervision is an aid to teachers. The purpose of educational supervision in Glickman's view is to facilitate teachers in developing competencies and abilities to achieve learning objectives that have been planned for students (Glikman, 1995). Through academic supervision it is hoped that the academic quality carried out by teachers will increase (Depdikbud, 1996).

Likewise, the excerpts from the results of the interview submitted by one of the informants said:

"Supervision activities are indeed very necessary for teachers to improve their professionalism. The teacher can work together with the school principal in identifying any problems or deficiencies that are the ineffectiveness of the learning activities carried out by the teacher and then together find solutions" (Interview, Gita Andini).

Observing what was conveyed by the informants, thus the essence of supervising the implementation of supervision is not to look for teacher mistakes but the implementation of supervision is basically the process of providing assistance services to teachers to improve the teaching and learning process carried out by the teacher and improve the quality of learning outcomes. As excerpts from the results of the interview submitted by one of the informants that:

"When supervision activities are carried out, the learning process runs more conducive due to supervision from the school principal. In addition, with teacher supervision activities, they better prepare the learning activities that will be carried out" (Interview, Putriana Elia).

Based on the information provided by the informants above, it was concluded that academic supervision activities can increase the competence of teachers and students in preparing lesson plans which in turn improve the quality of learning. Through educational supervision, the principal ensures that teachers carry out their duties properly and students get the best learning services. Through academic supervision it is hoped that teachers can improve the quality of the learning process, and school principals can also create teacher professional development programs (Tyagi, 2019). This can be achieved if the teacher gets assistance from the principal in developing his ability to manage the learning process to achieve learning goals.

Therefore, in order to improve the quality of learning, educational supervision cannot be neglected. Because supervision is a significant thing in realizing the quality of learning. This statement is supported by the results of research conducted by Suwaebah (2012) which states that academic supervision activities carried out by Education Unit Supervisors and School Principals can motivate teachers to develop professionalism, improve performance, and improve the quality of the learning process to achieve learning goals. Furthermore, research conducted by Nur Indah Anggraeni (2014), with the results of the study found that the implementation of quality learning was carried out based on planning needs between work programs and school programs and supervision by supervisors. With these two things, the school will be able to achieve the specified quality objectives and can affect the quality of learning in schools.

Sahertian (2000) argues that the implementation of supervision is considered effective considering the objectives of implementing supervision are realized. For this reason, supervisors need to carry out supervision programs that can improve teacher professionalism. Supervision programs should provide a stimulus for changes in teaching activities.

This statement is in accordance with the statement of the informant quoted in the interview results that:

"The purpose of implementing supervision has been achieved considering the achievement of teacher competency development, such as teachers being assisted in developing curriculum, teachers being able to develop MGMP (Musyawarah guru Mata Pelajaran-Subject teacher deliberations) activities, and teachers being assisted in carrying out Classroom Action Research (Penelitian Tindakan Kelas-PTK)" (Interview with Latifah Indriani).

The statement above is in line with what was said by Wiles & Bondi (1986) in Maulana (2012) stating that educational supervision has three dimensions: administration to achieve learning objectives, curriculum implementation; and teaching according to the learning program plan and its implementation. Furthermore, Hismanoglu and Hismanoglu (2010), said the educational supervision function is categorized into six main categories: developing curriculum, supervising and managing educational settings, supervising teaching methods and techniques, supervising teacher professional development. , supervising novice teachers and assessing or evaluating the educational process.

In implementing the educational supervision process, it does not always produce the desired results, there are always obstacles encountered in the educational supervision process. As excerpts from the results of the interview submitted by one of the informants that:

"The reality on the ground in the implementation of supervision of school principals and teachers is that there are still constraints such as limited time, limited implementation instructions and limited costs" (Interview, Ardini).

Good cooperation between supervisors and teachers is needed, in order to overcome the obstacles that arise in educational supervision activities. Ulya et al (2021) said that it is necessary to carry out follow-up activities in the form of strengthening academic supervision instruments, which include fostering the learning process and strengthening supervision instruments.

5. Conclusion

Educational supervision plays a role in supervising the activities of the course of education, correcting deficiencies and errors in the educational process, planning, observing, coaching and supervising to improve the quality of education in Indonesia. Improving the quality of learning is inseparable from the role of the teacher, because the teacher is the key to success in every effort to improve the quality of learning. Therefore, teacher professionalism needs to be continuously improved by educational supervisors. Improvement of teacher professionalism is carried out by supervisors through educational supervision techniques such as class visits, class observations and clinical supervision. In order to improve the quality of educators, the principal conducts coaching and strengthening knowledge by involving teachers in MGMP, Training, and Worshop activities that are held within and outside the Institution with the aim of improving the quality of learning so that the performance of educators can continue to be developed so that learning will run effectively. While the obstacles in the implementation of educational supervision include limited time, limited implementation instructions and limited costs. For this reason, follow-up is needed in the form of strengthening the academic supervision instrument, which includes fostering the learning process and strengthening the supervision instrument.

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