

EXCELLENT SERVICE-BASED ACADEMIC SUPERVISION TO IMPROVE THE QUALITY OF LEARNING

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Abstract

Efforts to improve the quality of learning really need teachers who are able to carry out their duties and responsibilities well. However, in practice this often collides with several problems related to teacher performance which is still less than optimal. Therefore, principals are required to be able to provide academic supervision to teachers in an effort to improve the quality of learning. This study is the result of school action research conducted by the author. The method used is descriptive and verification method with reference to the action research model from Kemmis & McTaggart which has four stages, namely: planning, implementation, observation, and reflection. The first analysis technique used is descriptive statistical analysis technique and interactive analysis technique. While the research instruments used were: researchers, tests, observation sheets, and questionnaires. The results showed that in the first cycle, the achievement of the teacher's average score was 85.13, with several weaknesses, such as: Principals are still not optimal in implementing actions and some teachers have not been able to master the use of teaching simulation exercise methods well. This became the basis for researchers to continue research in cycle II. The results of observations in Cycle II showed an increase in the average score from 85.13 in Cycle I to 91.73 for the average point in Cycle II. The results of Cycle I itself have actually shown an increase from the results of pre-action observations, where teachers can only achieve an average score of 75.93. These results indicate that the action research that has been carried out with the application of excellent service-based academic supervision, has basically helped the principal in answering the problem of the lack of quality learning and teaching abilities of teachers in SDN 122 Cijawura.

Keywords: *Quality of Learning, Excellent Service, School Action Research, Academic Supervision*

Introduction

Education, basically is a nation's effort to advance and build its society, while at the same time investing in the future of a better nation's generation. Therefore, in the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System it is stated that:

"...develop capabilities and form dignified national character and civilization in the context of educating the nation's life, aiming at developing the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and responsible"

Efforts to achieve the functions and objectives of education in accordance with the mandate of the Law above, ultimately become a necessity for all administrators, management ranks, educators and education staff, the government, and the community itself to make it happen. Through achieving these educational functions and objectives, it is hoped that Indonesia will be able to give birth to the best generation of students, who are not only able to compete at the local and global levels, but are also able to carry ethical-cultural values in accordance with the nation's philosophy of life, as well as good morals.

Such lofty ideals are of course not an easy task to carry out. Educational institutions ultimately have a big responsibility to make this happen, which means that every element contained in the educational institution concerned, must be able to carry out its duties, functions and obligations effectively. Teachers or teaching staff, for example, as the spearhead of implementing the learning process which is the main locus of education in schools or other educational institutions, are required not only to be able to have the ability to bring the learning process according to the needs of students, but also to be able to set good examples. good at school.

Educational services, and in particular the learning process to produce good educational graduates, can only be achieved if schools or educational institutions have teachers or educators who can carry out their responsibilities well too. This is what prompted the government, for example, to enact Law Number 14 of 2005 concerning Teachers and Lecturers, which requires teachers to have at least four main competencies, namely pedagogical competence, personal competence, social competence, and professional competence. These four types of competence must be present in the figure of a teacher, all of which are interrelated and support one another to make the teacher a professional teacher or teacher who can carry out his duties and functions properly.

The existence of professional teachers eventually becomes a necessity in schools or educational institutions. Therefore, the school, especially its leadership, must be able to provide clear supervision and direction to the teachers in the school, to continue to improve their competencies, abilities, all of which in the future aim so that schools can provide excellent educational services to their students. society as a stakeholder. The role of the Principal, in this case, is important, especially to ensure that schools have teachers with certain competency standards, so that they can provide excellent educational services to the community.

Even though the function of a leader in the context of educational institutions, especially the school principal, is not only to take care of teacher issues, but because the school principal is the most responsible person in terms of running educational services in schools that really need the existence of a professional teacher, the school principal is also the one who is ultimately the most responsible. required to carry out the supervision of the teacher. However, excellent educational services must be read as a school's success in producing quality graduates, which means schools

must be able to ensure that their teachers are able to organize a quality learning process. Therefore, Gibson (in Danim, 2004) for example stated clearly that the success of an educational institution or school will depend heavily on the capacity of the leader or principal concerned, apart from the demand for the existence of competent teachers or educators in the school concerned.

This is understandable, considering that the Principal does not only act as a leader, but also must be able to become a designer for school development plans and the implementation of education therein, a facilitator who is able to provide all forms of facilities for empowering teachers and students and educational practices in schools, or a motivator who must be able to manage and develop the professionalism of teachers and education staff to the learning abilities of students as a whole. More than that, the Principal must also be able to become a supervisor, especially in terms of organizing activities in schools such as teaching and learning practices (learning), guidance and counseling activities, school extracurricular activities, student activities (OSIS), to collaborative activities with agencies or other parties for school development (Mulyasa, 2011; Yuliawati & Enas, 2018).

The heavy duties and responsibilities, as well as their sizable role in the success of the organization of education and school institutions, are often not always carried out properly by the principal concerned. There are several problems that are still an obstacle in the implementation of duties and responsibilities and the role of the Principal. Some of them are related to time allocation constraints between the implementation of the obligation to supervise activities in schools and work agendas such as meetings, which are quite a lot. Principals in many cases also often focus more on one aspect of their role and forget about other aspects. Not to mention the coupled with the problem of a lack of ability to innovate which makes the school he leads unable to develop optimally.

Efforts to ensure the existence of professional teacher figures to improve the quality of learning and produce good educational graduates, in the end it really requires the ability of school principals to carry out academic supervision, especially for teachers, based on the school's commitment to providing excellent educational services. Academic supervision itself, as explained by Mulyasa (2011), is a professional assistance to teachers, through systematic planning cycles, careful observation, and effective and immediate feedback. In other words, academic supervision means coaching activities carried out by the Principal by providing technical assistance to teachers in carrying out the learning process, which aims to improve the professional abilities of teachers and improve the quality of learning in the school itself.

Academic supervision, thus, is supervision that leads to control and guidance in the academic field through learning activities and processes in schools, in order to improve the quality of learning and the quality of graduates of the schools concerned. This effort can also be read as the principal's obligation to provide guidance and direction as well as technical assistance to teachers in schools, so that they are able to improve learning conditions, increase their personal competence, and in turn, improve the quality of learning itself. Principals in terms of academic supervision can also focus on larger goals, such as providing excellent educational services, which means not only focusing on how teachers can carry out their teaching duties, but also how

teachers can be involved and play an effective role in every academic aspect. at school (Susanti et al., 2020). It is this excellent service-based academic supervision which, in the writer's opinion, is the main requirement for school principals in particular, so that educational institutions can produce quality graduates.

Supervision, as explained by Arikunto (2006), is basically activities to determine essential conditions or requirements that will ensure the achievement of certain goals that have been set. In the context of education, supervision means activities that determine the conditions for achieving educational goals. The term supervision itself comes from the English supervise which means observe and direct the execution (supervise and direct the action or execution of the action). People who carry out this supervisory work are commonly called supervisors or in the world of Indonesian education are called supervisors.

Academic supervision activities are carried out well, in improving not only the quality of learning in schools, but also the overall educational services in the schools concerned. Teacher performance in this case, as the main target of academic supervision activities, will greatly determine how educational services are in schools. Therefore, the learning process which is the teacher's responsibility, and the results that are an illustration of the performance of existing teachers, must receive the main attention of the school principal. If teachers have good performance, the quality of learning will also increase, and in turn this can make schools able to provide excellent educational services.

There have been many previous studies related to the important role of academic supervision in school excellent service or improving the performance of school elements to improve service. Suhandi Astuti's research (2017), shows that academic supervision has an important contribution in efforts to improve the pedagogic competence of teachers at SD Laboratory Salatiga in preparing assessment administration. The results of the research show that academic supervision can improve the ability of teachers to prepare assessment administration in learning at SD Laboratory Salatiga by 26.2%. Other research, such as Kustiyah (2018), shows that the academic supervision of school principals with an individual approach has an influence on improving the performance of teachers at SD Candi 01 Candisari District, Semarang City, both in the components of lesson planning, implementation of learning and evaluation.

In a more specific context, the need to carry out excellent service-based academic supervision activities, especially at SDN 122 Cijawura, where the author serves as a leader (School Principal), is based on the following conditions:

1. The existing learning process has not been fully able to produce students with optimal learning achievements and graduation standards. There are still many students who have not been able to achieve the set learning targets or have poor grades.
2. Existing teachers have not fully met the demands of teacher competence needed to carry out a quality learning process. Some teachers, for example, are still trapped in the learning process using conventional approaches, and have not been able to bring learning according to the needs of the class or the students themselves.

3. Existing teachers do not fully have the ability to carry out every form of their academic tasks and functions, whether related to teaching assignments, or research and publication of scientific papers in the school environment.

Some of the conditions above are fundamental problems that ultimately require the author as the Principal to be able to make certain efforts, especially to improve teacher professionalism through excellent service-based academic supervision, so that schools can present and improve a quality learning process. Based on these conditions, the main issue to be discussed in this study is whether the application of excellent service-based academic supervision can improve the quality of learning in SDN 122 Cijawura. The main objectives of this study are to understand: (1) Application of excellent service-based academic supervision to improve the quality of learning at SDN 122 Cijawura; (2) The role of the Principal in implementing excellent service-based academic supervision to improve the quality of learning at SDN 122 Cijawura; (3) The teacher's response to the application of academic supervision applied by the Principal.

The application of excellent service-based academic supervision in this study is an action that will be implemented by the Principal or researcher as an alternative solution to the problems encountered. The application of academic supervision for excellent service is believed to be appropriate and can be the expected solution, especially because it has the ability to become a means of technical guidance and assistance, as well as a more persuasive approach to teachers, to improve and develop their competencies and abilities in building higher quality learning process. This action also makes it easy for the Principal to get the right feedback from the teachers concerned. The action hypothesis developed in this School Action Research is: "Implementation of Excellent Service-Based Academic Supervision can Improve the Quality of Learning in the SDN 122 Cijawura Environment in the 2018/2019 Academic Year.

Research Methods

The subjects of this research were the teachers at SDN 122 Cijawura. The total number of teachers who were the subject of the study was 15 people. It needs to be said that what underlies the need for implementing actions by the Principal in this study is, there are several facts about the competence and abilities of teachers, especially those related to the ability to organize the learning process which are still not optimal and have an impact on the lack of quality of learning itself, or the learning outcomes of participants existing students. This in turn makes schools unable to provide excellent service quality for all the educational services they provide.

The results of the reflections carried out by the researchers themselves on the condition of the teachers, especially regarding the abilities and competence of the teachers at SDN 122 Cijawura, indicate that there are several facts that cause the problem of the low quality of learning. Therefore, in this study later, researchers will use action in the form of implementing excellent service-based academic supervision for teachers, which is considered to be able to solve some of the problems faced in the pre-action phase related to the quality of learning and the things that also influence it.

The research data that will be collected in this school action research is data in the form of information about the competence of teachers in SDN 122 Cijawura, as well as data about the

quality of learning, both before and after excellent service-based academic supervision activities, which can be a reference. both for the Principal or the teachers themselves to evaluate the existing learning process. This data is also complemented by the results of teachers' ability tests based on academic supervision activities obtained from data on scores, averages, and percentages of teachers' teaching abilities, which are also the main issues to be resolved in this study. While the data on the learning process and training of teachers will be related to and taken from observations of practices and procedures for implementing academic supervision as actions that are believed to be able to solve the problem of the lack of quality of existing learning. Also in this observation process, the Principal will see how the level of activity, interest, mastery, and responses of teachers to academic supervision activities and their use to increase their ability to improve the quality of learning.

Based on the type of data needed in this study, the relevant data sources are from teachers through observations, or notes from the principal during the action taken to the teachers. From observations of these teachers, in the form of field notes and questionnaires related to the effectiveness of the implementation of excellent service-based academic supervision in an effort to improve the competence of teachers in implementing quality learning.

The research data will be collected from various sources which include:

1. Informants or resource persons, namely teachers at SDN 122 Cijawura.
2. Places and events that occurred during the implementation of academic supervision activities in SDN 122 Cijawura.
3. Documents or archives, which include; RPP, scientific papers of teachers, list of grades, notes on teacher attendance, and academic supervision materials given to teachers.

The research data was collected and compiled through various data collection techniques, including observation techniques, interviews, document studies or reviews, questionnaires, and teacher competency tests. While the selected research instruments are aligned with the research objectives and to answer the problem formulation are as follows:

1. Researcher. The researcher is the primary data collector. In addition, researchers also act as planners, implementers, analyzers, data interpreters, and reporters of research results.
2. Teacher competency test in teaching. This teacher competency test in teaching is used by researchers as a guide in measuring the ability of teachers to organize quality learning.
3. Observation sheet. The observation sheet used by the researcher is field notes. Field notes are a source of information based on observations of the academic supervision process for the benefit of improving the quality of learning.
4. Questionnaire sheet. Questionnaire sheets or teacher responses regarding the actions implemented, namely excellent service-based academic supervision activities to improve the quality of learning which is the responsibility of the teachers.

The first analysis technique used is descriptive statistical analysis technique. This technique is used to examine simple quantitative data, in the form of figures on the ability of teachers and satisfaction of teachers recorded in all activities and/or the results of action evaluation in the form of mean and percentage, as well as data in the form of comparisons of results between cycles in school action research conducted, namely in the pre-action, cycle I and cycle II.

From the presentation of the data in the form of percentages, further descriptions and conclusions are drawn regarding each indicator. Furthermore, from each indicator, a summary of the average assessment is made regarding the application of academic supervision to improve the quality of learning and the ability of teachers to carry out learning in the SDN 122 Cijawura environment.

Meanwhile, the second data analysis technique is an interactive analysis technique (Miles et al., 2014). This analysis technique is used to examine qualitative data, in the form of a description of the process of implementing actions that are being and have been carried out. The interactive analysis technique consists of four activity components:

1. Data reduction. Data reduction is carried out to sort data according to research objectives so that the data collected is more focused and easier to manage.
2. Presentation of data. Presenting data through systematic information from data reduction starting from planning, implementing actions, observing, and reflecting so that it makes it easier to read data.
3. Data triangulation. Triangulation was done by comparing data obtained from observations, teacher questionnaire results, and writing ability test results.
4. Drawing conclusions. Conclusions are drawn based on the results of all the data that has been obtained.

This analysis technique is used to examine qualitative data, by uncovering the weaknesses and strengths of teachers in excellent service-based academic supervision activities, based on normative criteria derived from theoretical studies as well as from existing regulations. The results of the analysis are used as a basis for preparing action plans for the next stage in accordance with the existing cycle. Data analysis is carried out simultaneously and/or after data collection.

The research procedures or steps carried out are divided into cycles of activities that refer to the Kemmis & McTaggart action research model. This action research, according to Kemmis & McTaggart (in Hopkins, 2011) has four stages, namely:

1. Planning the actions to be taken. In this study, the action is the application of academic supervision to improve the quality of learning;
2. Implementation of actions or implementation of excellent service-based academic supervision by the Principal for teachers;

3. Observation or observation of the results of actions, or observations of the results of academic supervision actions on the teacher's ability to carry out learning and the quality of the learning itself.

4. Reflection on action and planning again.

Results and Discussion

The implementation of the assessment activities in this study was carried out by collecting data related to the condition of the previous teachers at SDN 122 Cijawura. Based on existing data related to the competency or ability to teach teachers and the overall quality of learning in the SDN 122 Cijawura environment, researchers found the fact that some teachers did not yet have the expected abilities or skills, especially those related to teaching ability, which was indicated by the low quality existing learning. Even though the learning process is an important locus for excellent educational services in schools.

Cycle I in School Action Research consists of four main activities, namely planning (planning), action (action), observation (observation), and reflection (reflection). These four activities take place simultaneously, the implementation of which can be modified according to the needs and context of solving the problems encountered in this school action research. The results of school action research conducted by researchers in Cycle I are as follows:

1. Planning Stage. At this stage, the researcher determined that the implementation of excellent service-based academic supervision was the right action to improve the teaching abilities of teachers to improve the quality of learning. The application of this academic supervision activity, in brief, is carried out by referring to the existing activity implementation procedures, and is modified according to the real context in the field. In this case, there are at least 7 steps to implementing excellent service-based academic supervision adopted by researchers, namely: (1) Teacher data collection stage and determining the implementation of academic supervision activities; (2) Explanation of excellent service-based academic supervision steps for teachers; (3) Guidance and training (academic supervision) stage by the Principal to the teacher; (4) Initial evaluation stage; (5) Explanation and teaching skills training stage in more detail; (6) Focused training phase (learning simulation); and (7) the evaluation stage of the teacher's actions and abilities as a whole.

2. Action Implementation Stage. Cycle I was carried out with a total of two stages of action. In this first cycle, the Principal does everything that has been prepared in the action plan according to the goals that have been set. In practice, the Principal instructs the teachers participating in academic supervision activities to gather in a designated room (teacher's room). The principal then begins implementing five main procedures for academic supervision activities, namely: First, the principal establishes effective communication with and between teachers; Second, giving and training in groups related to various contemporary learning approaches, models, methods and strategies; Third, training in selecting and using learning support media or devices; Fourth, training in preparing lesson plans and syllabus and determining teaching materials; and

Fifth, training to develop communication skills between teachers to share experiences in order to solve problems encountered in learning. After all the procedures for the academic supervision activities have been carried out, and the Principal ensures that all teachers participating in the academic supervision activities at SDN 122 Cijawura have received clarity about how it is important to improve the quality of learning and their teaching abilities, what obstacles must be overcome in teaching, how compiling and developing lesson plans, syllabus, teaching materials, media and learning support tools, and others, the Principal then begins to carry out initial monitoring and evaluation by assigning participating teachers to carry out learning practices to see the development of the teacher's abilities in terms of teaching.

3. Observation Stage. The observation or observation was carried out when the process of implementing the action took place based on the observation sheet that the researcher had made. The thing that must be observed by the observer is the activities of the teachers during the process of academic supervision activities, in accordance with the plans and objectives that have been previously announced. Furthermore, an analysis of the results of observations was carried out to determine the activity and skill level of the teachers in teaching. The results of the observations showed that of the 15 teachers participating in the academic supervision activities, all of them were able to get a score in the range of 81-100 or fall into the Very High category. The overall mean score obtained was 85.13 (data can be seen in the attachment). The points achieved in Cycle I by the teachers in this observation material showed an increase compared to the pre-action phase, where the average score achieved was 75.93. While the results of observations on the implementation of action syntax by researchers, of the 14 points assessed, basically were dominantly Good (B), and the rest were included in the Fair and Very Good categories. This shows that researchers or school principals have begun to be able to carry out various steps or procedures for academic supervision activities to improve teachers' teaching abilities and the quality of learning, although this can be further improved in the future.

4. Reflection Stage. All results of observations, evaluations of teachers, and notes of researchers (Principals) related to the implementation of the action were analyzed, explained, and concluded at the reflection stage. The purpose of this reflection is to find out the role of implementing academic supervision in efforts to improve the quality of learning and teaching abilities of teachers at SDN 122 Cijawura. The results of the reflection process will be a consideration for researchers whether the action will be continued in cycle II or an advanced cycle, or whether research to solve the problem of low quality learning and teaching abilities of the teachers can be declared complete.

Based on observational data and the continuity of the implementation of the actions that have been taken, especially related to the application of academic supervision to improve teachers' teaching abilities, the researchers still found weaknesses and deficiencies in several aspects that could have been improved to further foster teachers' mastery regarding teaching practice methods and abilities. developing innovation in learning to improve the quality of learning. The implementation of academic supervision activities with a personal approach strategy and focused training to improve teachers' teaching abilities, in general, has indeed been very helpful for researchers in improving teachers' teaching abilities and the quality of existing learning. This is

characterized, for example, by several aspects which are the subject of observation in research. Achievement of an average score of 85.13, indicating a positive increase from teachers regarding their teaching abilities. However, this has not reached the expected target of this research. Several weaknesses were still found in implementing the actions in Cycle I, including the following:

- a. The principal has not fully been able to explain in detail the procedures for academic supervision activities, especially in the form of focused teaching exercises.
- b. There are still some teachers who have not been able to master the use of teaching simulation training methods properly.
- c. The task of preparing lesson plans, syllabus, teaching materials and learning media also does not fully reflect the abilities of teachers, because the Principal focuses more on improving the ability to solve learning problems. Meanwhile, teachers are always required to be able to compile it.

Based on these results, the researcher considers it necessary to continue implementing the action by implementing excellent service-based academic supervision in Cycle II as an improvement for the deficiencies and weaknesses encountered in Cycle I. The following are the results of the implementation of learning or action research in Cycle II, as an effort to improve aspects that are still lacking in Cycle I.

1. Planning Stage. The researcher prepared a plan for implementing the actions to be carried out in cycle II by paying attention to the deficiencies that occurred in cycle I so that the second cycle of action became more effective by implementing academic supervision activities to improve the teaching abilities of teachers and the quality of learning in the SDN 122 Cijawura environment. In this case, the researcher also focused more on the focus of action on various aspects that were weaknesses in the previous cycle, which were adapted to the implementative steps and formal procedures for the academic supervision activities themselves.

2. Action Implementation Stage. After planning, the researcher then begins to execute actions based on the improvements made in the plan. This Cycle II research began to be carried out with the same pattern as Cycle I, which had two stages of implementing excellent service-based academic supervision for teachers. In this implementation stage, the Principal explained that academic supervision activities would be carried out by focusing on methods that were more technical in nature, namely using the learning simulation method. The principal then instructed the teachers participating in the academic supervision activities to pay attention and while explaining the method. In this simulation method, the Principal assigns teachers to carry out learning practices by changing roles. One teacher will play the role of an educator who is teaching, and another teacher will play the role of students with certain conditions that often arise in learning based on their teaching experience so far. The principal in this case will assign the teacher to use certain learning methods or strategies, certain learning media and tools, and how to solve problems that arise in learning through certain simulations.

3. Observation Stage. The implementation of observations or observations in cycle II, like cycle I, was carried out when the process of implementing the action was taking place based on the observation sheet that had been made by the researcher with the same points of observation. The observation results showed that all teachers who took part in academic supervision activities in cycle II received a score range of 81-100 or were included in the Very High category. The average score obtained as a whole is 91.73. While the implementation of the action syntax by the researcher, out of the 14 points assessed, basically the dominant one was Very Good (12 points), and the rest were in the Good category (2 points). This shows that researchers or school principals have been able to carry out various steps for implementing actions according to the procedures for implementing the academic supervision activities themselves.

4. Reflection Stage. Based on observations of the actions taken in Cycle II, the researcher then concluded the following:

a. The school principal or researcher has been able to deliver action well, especially by implementing excellent service-based academic supervision as an action that is believed to be able to solve the problem of low quality learning and the lack of teaching ability of teachers at SDN 122 Cijawura.

b. The results of observations in Cycle II showed an increase in the average score from 85.13 in Cycle I to 91.73 for the average points in Cycle II. The results of Cycle I itself actually showed an increase from the results of pre-action observations, where teachers could only achieve an average score of 75.93.

c. Teachers with the implementation of excellent service-based academic supervision have become more accustomed and skilled in preparing learning tools that are their obligation, as well as a way to build higher quality learning practices.

Based on this reflection, it can be said that the action research that has been carried out, especially with the implementation of excellent service-based academic supervision, has basically helped the Principal in addressing the problem of the lack of quality of learning and teaching ability of teachers in SDN 122 Cijawura.

Conclusion

The implementation of excellent service-based academic supervision can be carried out as long as the Principal has the commitment and ability to carry it out. The school principal, in this case, must also ensure that his actions can bring about the expected changes, especially to quickly improve certain aspects of the abilities and performance of teachers.

The role of the implementation of excellent service-based academic supervision on the teaching abilities of teachers showed positive results. The application of this academic supervision method is able to improve teacher skills in terms of teaching and in turn improve the quality of existing learning. This is also reflected in the results of teachers' tests regarding their teaching abilities which received a significant increase. In the pre-action the average score obtained was

75.93, then it increased to an average point of 85.13 in cycle I, and finally in cycle II it became an average of 91.73.

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