

Principal's Academic Supervision Management in Fostering Teacher Professional Competence

Cut Nadia Sofia¹, Yusrizal², Khairuddin³

¹ Universitas Syiah Kuala, Aceh, Indonesia; cutnadiasofia@gmail.com

² Universitas Syiah Kuala, Aceh, Indonesia; yusrizal_fkip@unsyiah.ac.id

³ Universitas Syiah Kuala, Aceh, Indonesia; email; kh.khairuddin@gmail.com

ARTICLE INFO

Keywords:

Academic supervision;
Teacher competences;
Teacher professional

Article history:

Received 2022-04-15

Revised 2022-10-26

Accepted 2022-12-31

ABSTRACT

The success and achievement of teaching objectives is influenced by the role of the principal in improving teacher competence, and the ability of supervisors. The purpose of this study was to determine the academic supervision program, the implementation of academic supervision and evaluation of the supervision applied by the principal in fostering the professional competence of teachers at Al-Azhar Middle School Cairo Banda Aceh. This study uses a descriptive analysis method with a qualitative approach. Data collection techniques through observation and interviews. The subjects in this study were principals and teachers of SMP Al-Azhar Cairo Banda Aceh. The data analysis technique used is descriptive qualitative analysis, while the data processing steps are data reduction, data display, and conclusions and data verification. The results of the study found that: (1) In the preparation of the academic supervision program so far it has been carried out jointly or through deliberation which was attended by the principal, vice principal and also the teacher council, 2) So far, the principal has carried out academic supervision on a scheduled, regular and regular basis. structured based on an invitation to the teacher council with advance notice before the implementation of academic supervision is carried out at the beginning of the new school year. 3) In evaluating the results of academic supervision, it was found that there was preparation of learning (learning tools), curriculum implementation to be achieved according to the specified time, teachers must be creative and active in carrying out their duties, maintain good attitudes and behavior 4) follow-up academic supervision including planning, implementation, and assessment, good coaching has been carried out in accordance with existing procedures, but the principal must maintain innovation and creativity in conducting academic supervision. The conclusion is that school principals often carry out other activities such as guiding, directing, assisting teachers, attending seminars both online and offline, upgrading and also inviting competent resource persons, so that the professional competence of teachers is further increased.

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Corresponding Author:

Cut Nadia Sofia

Universitas Syiah Kuala, Aceh, Indonesia; cutnadiasofia@gmail.com

1. INTRODUCTION

Quality education is very necessary to support the creation of intelligent human beings and able to compete in the era of globalization. Education also influences in shaping the character, scientific and mental development of a child, who will later grow into a human being who will interact and do many things with his environment, both individually and as social beings. The role of education is very important in building human resources. because it is able to produce a complete human being, namely an education system that views quality as one of its main goals (Suraiya; Usman Nasir; Djailani A.R, 2016). The ability of teachers as educators needs to be improved and developed continuously and professionally according to the functional position of the teacher (Supardi, 2013). The professionalism of teachers in carrying out their duties (Palguna, 2014). Efforts to realize the goals of comprehensive education will certainly not be separated by increasing the competence of the educators themselves. Teachers who have good competence will carry out the functions and goals of the school in realizing educational goals (Rofiki, 2019). Professional competence refers to actions that are rational to achieve a goal in accordance with the conditions applied (Irjus, 2020).

Performance appraisal can be defined as a process of assessing the achievements of teachers in the past or present, based on the work environment and on the future potential of teachers who are useful and contribute to the progress and quality of schools. (Winarno, 2018) states that the performance appraisal process is a design activity to assess individual or group achievements that are beneficial to the organization. The principal has the responsibility to supervise teachers in learning activities as a form of efforts to improve the quality of learning in schools. Supervision carried out by the principal can be assisted by senior teachers of the same class, by forming an assessment team (Yamin, & Maisah 2010; Mulyasa, 2017). Educational supervision is carried out in the practice of providing education, therefore the field of supervision becomes academic supervision and managerial supervision. The academic field includes the field of teaching which is manifested in the activities of the learning process and other things. While the managerial field is a field outside of academics or related to the administrative field (Syarifah Rahmah, 2018). Academic supervision focuses fully on the field of the learning process and all matters directly related to it. Supervision is coaching for teachers to be able to improve their ability to develop their competencies to achieve better learning goals.

Thus it can be said that the success and achievement of teaching objectives is influenced by the role of the principal in improving teacher competence, the ability of supervisors to supervise teachers. The school principal realizes the process of teaching and learning activities in a conducive atmosphere, so that educators and students can realize the teaching and learning process well in their schools (Arikunto, 2018). Among the programs that can be carried out to improve the quality of learning, principals carry out mentoring for teachers which is called the implementation of supervision. The principal is responsible for implementing school programs well and productively. Therefore, school principals need to supervise the teaching of teachers, namely directing efforts that are characterized by providing opportunities to be able to improve their professionalism optimally (Mulyadi and Fahriana, 2018). Based on the results of initial observations, there were findings of problems that occurred, including: there are still teachers who have not as expected. In this case, the observations made by the researchers obtained information that the professional competence carried out by the teacher had not been able to optimize the ability of the teacher professionally in learning. For this reason, efforts to increase teacher professional competence need to receive serious guidance from school principals such as mastery of broad and deep learning materials that allow guiding students, mastering the areas of development that are taught, developing materials creatively, developing professionalism in a sustainable manner by taking reflective actions, and use ICT to communicate and develop themselves.

Previous studies that are relevant include Novianti, (2015) principal management in improving the professional competence of teachers, namely the program compiled at the beginning of each school year by the school development team, has not been well documented. The planned programs are: preparation of lesson plans, implementation of learning, evaluation of learning, class supervision, implementing mgmp, and procurement of learning media; Evaluation is carried out at the end of each semester and is used as a follow-up in determining the follow-up program. The results of the evaluation are submitted to the teacher, both individually and in groups; and the obstacles faced are teachers lack of ICT skills, lack of mastery of subject matter, rarely apply learning methods, many principal tasks, and the absence of standard school programs. The results of Aini's research (2019) that the supervision carried out by the principal of the Samarinda Pharmacy Vocational School for teachers for learning in schools has been running with the existing supervision provisions, the supervision carried out by the principal includes holding meetings to see the progress of students in the classroom, the principal also reviewing the class every day to see whether or not learning in class is going, the facilities and infrastructure needed in the classroom, teacher absences that are doubled every week, every teaching and learning process teachers are required to bring RPP, Annual Programs, and Semester Programs. Supervision carried out by the principal is quite effective for the learning process in schools. Another study by (Zulfikar et al., 2017) shows that academic supervision plans are prepared at the beginning of the new school year by involving the vice principal and teachers. The target in planning for the principal's academic supervision is the teacher's ability to manage learning, starting from planning, implementing, and evaluating student learning outcomes. (Suraiya; Usman Nasir; Djailani A.R, 2016) shows that the program is arranged at the beginning of each school year based on the results of follow-up on the implementation of supervision in the previous year by referring to the instructions given by the education office. The preparation of the program does not fully involve teachers, it is planned twice in one semester.

From the description above, it is clear that to organize education in educational institutions requires a leadership figure from the principal in realizing the goals that have been set. A principal is essentially a leader who moves, influences, motivates, and directs people in educational organizations or institutions to achieve predetermined goals. The role of the principal in carrying out efforts to improve the quality of education is to provide guidance to teachers in improving the quality of the teaching and learning process. Based on the above background, the research question is how is the management of the principal's academic supervision in the professional competence of teachers at SMP Al Azhar, Cairo, Banda Aceh. . In general, the purpose of this study was to describe the implementation of school principals in fostering teacher professional competence at Al-Azhar Middle School Cairo Banda Aceh. Practically, this research is expected by the principal. It is hoped that this research can be used as a domain to provide information that the professional competence of teachers is very helpful for teachers or their subordinate staff to develop their abilities, so they can manage the learning process in order to achieve the desired goals.

2. METHODS

The method used is descriptive qualitative method. The researcher acts as a key instrument that must collect data by visiting the data source directly. The research subjects were determined using a purposive sampling technique where the research subjects were selected according to the research objectives. The research was conducted at di SMP Al-Azhar Cairo Banda Aceh on the research subjects, namely the principal, vice principal and teachers. The determination of the research subject above is based on several considerations, including: principals, teachers, are important elements in educational institutions with an academic level of school principals in the development of professional competence of teachers at Al Azhar Middle School, Cairo, Banda Aceh. Data was collected using direct observation/observation methods, and in-depth interview methods. The steps taken during the interview are determining who will be interviewed, preparing interview materials by determining the main issues under study, starting and conducting interviews while direct observation to make observations on the object under study. The standard of data validity in

qualitative research refers to the standards of credibility, transferability, dependability, and confirmability. The data analysis technique used is descriptive qualitative analysis while the data processing steps are data reduction, data display, and conclusions and data verification.

3. FINDINGS AND DISCUSSION

Preparation of academic supervision program

Based on the results of interviews that have been explained by the deputy head of the academic field at SMP Al-Azhar Cairo Banda Aceh and the school principal before the implementation of academic supervision in fostering the competence of teachers, they have prepared the program in advance, this is based on an explanation from the deputy head of the academic field namely the arrangement of this supervision program is very orderly and neatly structured according to our goals, if the academic supervision program is not prepared as early as possible then its implementation may not necessarily run optimally as expected, and the programs that are arranged include the schedule of activities, the day or date when start compiling the program or the date that has been completed, from months to years, the facilities and infrastructure needed, the desired goals, the design in fostering the professional competence of teachers, providing support and motivation to teachers, and also explaining the steps or methods that will be carried out to get maximum results. This can all be realized according to the subject area of each teacher within a period of one or two months for one subject area, then in the next 12 months there will be 12 fields of study for each subject being cared for. This academic year is arranged in one academic year at the school.

So from the explanation above, it can be understood that so far the principal as academic supervision has arranged a coaching program in teacher professional competence in a special way, as explained by the principal after completing the preparation of academic supervision programs, then proceed carefully in the preparation of the program. teacher professional development activities, this is very important, for example preparing learning program units, demanding students, having good cooperative relationships, preparing expertise in teaching and also providing evaluations to students. In addition, the principal as academic supervision when drafting the program, based on the results of the consensus, cooperates by following rules such as discipline, instilling a sense of responsibility for the work that has been mandated and also providing mutual understanding and understanding. With the intention that respect for every sense of kinship, cohesiveness, and also there is a sense of giving and receiving happily between the teacher and principal relationship in providing ideas from the results of the planned program. In this case, it is clear that the role of the principal in the preparation of academic supervision programs is always to accept ideas or thoughts from teachers by not ignoring them completely and wisely in making every decision later.

In the preparation of the academic supervision program, usually the principal will see how the condition of the school starts from the facilities and infrastructure, from the number of students, the number of the teacher council, this is clearly seen when the principal explains that so far the number of students from Al-Azhar Middle School, Cairo Banda Aceh always increases every year, so that it can be adjusted to the activities that have been planned. With the increasing number of students, the obligation should be given by the school by guiding students in a better direction, having noble character and having high competitiveness. In terms of facilities and infrastructure which are needs that affect the process of achieving the desired goals, all the facilities needed, whether moving or not, are for the desired educational goal to be maximal, smooth, orderly, structured, effective and also as efficient as possible. So when preparing the academic supervision program it will be adjusted to the situation and condition of the school. The preparation of this academic supervision program is designed to improve teacher professional competence development in the teaching and learning process. The role of the principal is the most structured part in an effort to improve the quality of the school, and also gets support from all sides, both internal and external, including adequate facilities and administration, because this is not a competition in an activity that requires bonuses from outside. The principal as a superior in the world of education understands very well that academic supervision is very important for teachers.

Implementation of Academic Supervision in Teacher Professional Competence Development at Al-Azhar Middle School Cairo Banda Aceh

In the implementation of academic supervision, the principal is assisted by the deputy principal of the academic section, this is in accordance with the results of interviews with teachers. The results of the interviews revealed that in the implementation of class supervision, the principal visited the class, this implementation took place from the beginning of the teaching and learning process until the end of learning. And the implementation of supervision is carried out at the beginning of the new school year and will be selected from one class where academic supervision will be carried out, the role of the principal in this case is to see directly and pay attention to the way teachers teach in the classroom, verify all teacher administration data both student attendance, lesson plans, media or learning devices and also see the methods used by the teacher during the learning process. Based on the results of interviews with teachers, it is stated that sometimes those who carry out academic supervision are carried out by the vice principal and this is in accordance with the program that has been prepared. Then after the activity a report will be made on the results of the implementation of academic supervision, later it will be seen again whether there are problems faced by the teacher or not. Furthermore, coaching will be carried out by providing assistance to private teachers or together with other teachers. In this case the principal carries out academic supervision of teachers who have been teaching at the school for a long time or better known as senior teachers, and later senior teachers will carry out supervision of teachers according to their respective fields of study.

From the results of interviews with school principals and making observations, the authors found that in the implementation of academic supervision activities, the principal tried to maximize the implementation of supervision in accordance with the program structure that had been prepared with the teacher at the beginning of the learning year, by preparing assessment data in advance so that later more focused on the supervision program that has been formulated. From the results of interviews with teachers at Al-Azhar Middle School, Cairo Banda Aceh, it was revealed that the academic supervision that had been running so far in fostering teacher professional competence was based on a program that had been made together with the principal as well as the forms of programs that had been prepared and filled in accordance with direction, in the implementation of this supervision. Academic supervision is carried out face-to-face between the principal and the teacher, so if there are problems faced by the teacher in the learning process, the principal will find a solution by finding a way out of every problem that will be brought to the group activities, then this later will be followed up on problems with the supervisors which will then be discussed in joint deliberation. The teacher explained that the principal also often carried out coaching to improve the professional competence of teachers.

The implementation of supervision carried out is of course in accordance with what was programmed, but there are also supervisions that are invited to schools to carry out supervision of teachers. So far, with the development of teacher professional competence by the principal, the teacher will describe the problems that occur in the learning process in the classroom, because with this academic supervision it makes the teacher more responsible, but if there is no supervision, the teacher will feel more relaxed by using media or teaching aids that are simpler in the learning process. The principal in the implementation of teacher academic supervision does not distinguish between PNS teachers and honorary teachers because this is a coaching that is needed equally by all teachers involved in SMP A-Azhar Cairo Banda Aceh.

In the learning process there are many things that are not in accordance with the agreed program, the implementation of academic supervision, the principal will carry out improvement efforts by following the process again by directly monitoring every teaching and learning process that takes place in the classroom, and this coaching has been carried out since the beginning of the school year. new. Academic supervision in general is often carried out and is used to carry out tasks and guidance by the principal on a daily basis and is routinely carried out in the form of holding open meetings with the teacher council, distributing the duties of each teacher, seeking promotions and

also other administration. In the implementation of academic supervision, the principal also often reviews the learning tools used by the teacher so that they can be validated by giving the principal's signature, here the principal also gives a small note if an error occurs, thus fostering academic supervision for teachers in improving professional teachers can run according to the goals that have been programmed previously.

Evaluation of Principal's Academic Supervision Results in Teacher Professional Competence Development

Academic supervision carried out by the principal of course requires evaluation in order to be able to re-analyze the results of the supervision evaluation, notification of the results of supervision, follow-up of academic supervision, and also follow-up of the implementation of programs that have been carried out. The completeness of the data from the evaluation of academic supervision conducted by the principal at SMP Al-Azhar Cairo Banda Aceh is based on the results of interviews with the principal and teachers. The evaluation results found in the field showed a fairly good category. When the principal observes direct academic supervision in the classroom by monitoring the course of learning activities, the principal can find out whether the process is going well or not from the aspect of opening and closing learning, in delivering material, using appropriate media, methods and teaching aids. provided, the evaluation process and how to manage the class and is one element of improvement in the development of professional teacher competence. As from the results of interviews with several teachers, it was explained that so far, after the implementation of academic supervision by the principal, teachers had to do with learning preparation.

The argument was also strengthened by an Indonesian language teacher who explained that in the past, when the principal's role as academic supervision was not carried out as we are today, the teachers were very lacking in delivering material, did not use appropriate media and methods in the learning process, and also lacked in classroom management and do not often make evaluations of student learning outcomes, but this we get criticism and notes from the principal so that we teachers must focus on programs and implementation that are made together, the principal guides us to further develop innovative and more creative in providing education to our students, so that later our students better understand and understand every material given by the teacher. So we can conclude that the principal as academic supervision has given the best in fostering teacher professional competence.

Based on the data found in the field, so far the evaluation of academic supervision carried out by the principal has been classified in the very and maximum category in accordance with the programs that have been implemented. The principal explained that so far the evaluation of teachers has often been carried out, although sometimes the teachers are busy with all learning activities, but an in-depth evaluation of the teacher's performance is still held, usually this kind of evaluation is carried out during recess or after the flag ceremony. programs in the development of teacher creativity such as attending seminars both online and offline more often than MPPG, this is because sometimes the implementation of MPPG takes time in the teacher's learning process so that teachers prefer to attend seminars, because seminars are liked by teachers in adding value teacher certification, but MPPG activities are also followed.

In implementing the curriculum, the principal also sees that every material provided during learning will then be adjusted to the predetermined target and time, so in this case the results of academic supervision regarding the implementation of the curriculum must be completed within the specified period. After the principal provides input and suggestions to the teacher on how to convey material in the learning process, it must always be in accordance with the time and target that has been determined, or it could be material that is delivered less than once face to face or in two face-to-face meetings with students. So we can conclude that when the principal is carrying out academic supervision, he will see and monitor whether the curriculum is implemented according to the target and time specified or not.

So far, the principal has the role of academic supervision in carrying out the entire series of programs that have been mutually agreed upon, the principal also sees how active the teacher is,

starting from absenteeism and also monitoring directly to the class during the learning process in order to control every implementation of the learning process by the teacher. to the assigned task. This was conveyed directly by the principal (US), usually almost every day, he always sees and directly monitors how active the teacher is in the learning process in the classroom while carrying out their duties, and I do this in the morning while walking around the school environment, and during Thank God, I see that all of them are still in a state of discipline in carrying out their duties as teachers, even though there are teachers who cannot attend, they usually immediately ask for permission from me or the vice principal of the academic section. From the results of the study it was found that the role of the principal so far has been in fostering the competence of academic supervision in accordance with the needs in the field, this is clearly seen from the results of the principal's observations of the teachers, who then arranged a systematic and structured schedule of activities that became a reference in the achievement of the process. teaching and learning, either individually or in groups. All activities are carried out in accordance with the rules that have been determined by the supervisor of the Banda Aceh City Education Office.

Then the principal as a supervisor can reformulate all teacher needs as input for the certainty of the academic supervision activity program later to be even better, compile steps from the stages of program implementation, program structure, division of tasks, involving teachers and supervisors. Making evaluation results of academic supervision, developing teaching materials with teachers, and also giving appreciation to teacher participation with success and success obtained together, and this is an important task for the principal as a supervisor (Pujiyanto et al., 2020). With this program of activities, it will change bad habits or mistakes made by teachers to make teachers more competent and professional in their fields (Pawiro, 2017).

From the findings in the field, it shows that the learning process in the classroom has not been achieved optimally due to the lack of professional competence possessed by the teacher and also because the number of students in one class is too crowded, so this is also the reason for the low quality development of the teacher. At Al-Azhar Middle School Cairo Banda Aceh there are also teachers who rarely participate in activities outside of school such as seminars, workshops and also training activities, this is due to the tight schedule of the teachers themselves. Therefore, the principal plays a very important role in encouraging and motivating teachers to participate in other activities in the development of the teacher's professional competence. Based on the results of interviews with school principals and teachers at Al-Azhar Middle School, Cairo Banda Aceh, we can conclude that so far, academic supervision programs that have been prepared jointly by the principal and deputy principal have been in accordance with the objectives of education. national. So with the preparation of an organized and structured program, it will certainly facilitate the implementation of academic supervision in fostering teacher professional competence (Aprida et al., 2020).

In the implementation of academic supervision activities on the professional competence of teachers, the approach taken by the principal has actually been running optimally, where the principal in dividing the supervisory duties of course involves his representatives in the academic field (Damayanti, 2016). In the implementation of academic supervision activities, the principal involves all teachers equally getting a turn in supervision, the principal has been able to carry out coaching for teachers by involving his representatives and senior teachers because this is done considering that the role of senior teachers will be more attached to the kinship with fellow students. teachers or more respect for each other (Nisa' et al., 2021). Principals carrying out academic supervision activities in teacher development are very beneficial for all, so that if there are deficiencies or errors, they can be corrected together so that there are no delays in completing any activities that have been made together (Mohamad, 2012; Yamin, & Maisah). , 2010). The implementation of academic supervision is carried out by visiting classes, providing guidance to teachers, either in group activities or by holding regular meetings (Saud, 2010).

From the results of the supervision that has been carried out by the principal so far, it has been maximal and in accordance with the objectives of the program that has been prepared. Among them, such as in preparation for teaching (learning tools), the results of implementing the curriculum that

must be achieved in a certain period that has been determined, the activity of teachers in carrying out tasks and other activities in learning, attitudes and behavior of teachers in the school environment or outside of school between fellow teachers. and also with students, all of this is done so that good character is formed and can form bonds of mutual concern, maintain discipline, care for fellow teachers and students and the family at Al-Azhar Middle School in Cairo Banda Aceh is well maintained. The results that have been achieved are one of the factors in achieving educational goals through the results of academic supervision that has been carried out by the principal and those who play a role in it (Pawiro, 2017).

4. CONCLUSION

Based on the research findings, it can be concluded that the programs that have been implemented by school principals in academic supervision to teachers include, among others, compiling a schedule for the implementation of supervision carried out at the beginning of each academic year by consulting with the vice principal in the academic field by involving teachers. - Senior teachers, as for the techniques carried out individually or in groups. Then the next step will be taken by providing directives and guidance with the teacher who will be given academic supervision. So we say that the principal does not play his own role in the preparation of the academic supervision program, but involves his representatives and senior teachers. The implementation of academic supervision carried out by the principal in fostering the professional competence of teachers, by distributing the duties of his deputy to carry out supervision to senior teachers, then senior teachers carrying out supervision to teachers in the field of study, then teachers in the field of study who will carry out academic supervision to auxiliary teachers, The implementation of this supervision is carried out at the beginning of the new academic year for 12 months in 12 fields of study which are attended by all teachers and all of them have their respective turns. The limitation of this study is that the results of this study cannot be generalized because the sample taken is only the principals and teachers of SMP Al-Azhar Cairo Banda Aceh. The recommendation from this research is that it is necessary to conduct a discussion group to evaluate the results of the implementation of academic supervision activities by school principals in fostering teacher professional competence.

Acknowledgments : The author would like to thank the supervisors who have provided suggestions and materials in the completion of this article

Conflicts of Interest: the authors declare no conflict of interest

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