

Implementation of Academic Supervision in Elementary School

Claudya Karamoy¹; Harol R. Lumapow²; Richard D. H. Pangkey³

^{1,2,3} Universitas Negeri Manado, Indonesia

Email: richardpangkey@unima.ac.id; harolrlumapow@iunima.ac.id;
claudya.karamoy@gmail.com

ARTICLE INFO

Article history:

Received 29-06-2025

Accepted 29-07-2025

Published 30-07-2025

Keywords:

Academic Supervision;
Principal;
Elementary School;
Naturalistic Inquiry Research

Corresponding Email:

richardpangkey@unima.ac.id

Competing interest:

The author(s) have declared that no competing interests exist

ABSTRACT

The purpose of this study was to obtain descriptive and analytical results regarding academic supervision planning by the principal of Citra Kasih Elementary School Manado, the implementation of academic supervision in the process at Citra Kasih Elementary School Manado, the follow-up of academic supervision results at Citra Kasih Elementary School Manado, and the obstacles to academic supervision at Citra Kasih Elementary School Manado. The method used in this study was naturalistic inquiry research, meaning it was carried out in natural conditions. This study resulted in the supervision planning being adjusted to the central/foundation curriculum, as was the format used. Supervision was carried out by directly visiting the class while the teachers were teaching. Through supervision, the principal and his team could observe the direct performance of the teachers concerned. The results of the evaluation form were not only archived by the supervision team, but also given to the teachers to be used as input for improvements in the learning process.

Copyright© 2025 by Author(s)

This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license



Citation: Karamoy, C., Lumapow, H. R. ., & Pangkey, R. D. H. . (2025). Implementation of Academic Supervision in Elementary School. *Abdurrauf Science and Society*, 1(4), 902-912. <https://doi.org/10.70742/asoc.v1i4.352>

INTRODUCTION

As a supervisor, the principal must understand the characteristics, essence, and objectives of academic supervision. Furthermore, the principal must be able to plan, implement, and follow up on the supervisory practices that have been implemented. In this regard, the principal's attention as a supervisor is essential to assist teachers in teaching and learning activities. The principal's involvement in supervisory activities is an effort to foster and develop teachers toward professionalism, which is demonstrated in their performance during the teaching and learning process (Wahyudi, 2009). This means that the principal's assistance to teachers through supervision will lead to changes and improvements in their teaching activities over time. Therefore, the

principal has the authority and responsibility to carry out academic supervision of teachers. Various efforts to improve the quality of school education can be considered useless if they do not address improvements in the learning process (Glickman, et al., 2010). Therefore, to improve the quality of school education, the government, in this case the Ministry of National Education, is developing various programs that are expected to improve the quality of learning. Among all components in learning, teachers are a very decisive organic component. Teachers are an educational element that is very closely related to students in daily educational efforts at school and largely determines the success of students in achieving their goals.

Academic supervision as assistance provided to educational personnel to develop a better educational process. The assistance services provided include administrative techniques and educational techniques (Wahyudi (2009). Administrative techniques are related to the preparation of teaching materials, the arrangement of assessment documents, the preparation of archives of student learning progress reports or data related to teaching reports at the end of the school year (Kambey, 2006). While educational technical assistance is in the form of guidance to teachers to overcome problems faced in learning, including the selection of learning strategies, curriculum analysis, selection of teaching material sources and the use of learning media. Muslim (2010), agrees with Wahyudi that increasing the professional abilities of teachers in order to improve teaching and the teaching and learning process is called academic supervision.

In reality, academic supervision practices have not been implemented optimally. Furthermore, researchers have observed that academic practices have not been implemented in earnest, in accordance with the demands and objectives (Purwanto, 2005). It is common to find that a principal, when carrying out academic supervision, simply comes to the school with a performance measurement instrument. Then, he enters the classroom to measure the performance of the teachers who are teaching (Bafadal, 2006). After that, his task is complete, as if academic supervision is the same as measuring teachers in the implementation of learning. To be able to carry out these duties and responsibilities, a teacher is required to have certain abilities and skills. These abilities and skills are part of the teacher's professional competence. Competence is an absolute ability that teachers must have so that their duties as educators can be carried out properly. One program that can be implemented in the context of teacher empowerment is supervision.

The academic supervision behavior described above is an example of academic supervision practices that do not align with demands and objectives. Such academic supervision practices will not have much impact on improving the quality of teacher performance in managing the learning process (Indrafachrudi, 2006). Even if it does have an impact, it's of little significance in improving the quality of teacher performance in managing the learning process. Academic supervision is not an assessment of teacher performance at all, especially if the primary purpose of the assessment is solely limited to calculating the quality of teacher performance to meet accreditation requirements.

The success of implementing activities to achieve certain goals and objectives depends on a well-prepared plan (Marmoah, 2018). Without a clear and measurable plan, we do not know exactly whether the efforts made have achieved results or not. Although future results cannot be predicted with great certainty due to various factors beyond control that influence them, without a good plan everything happens by chance. The scope of academic supervision is closely related to its targets, namely the

teacher's abilities in planning learning activities, implementing learning activities, assessing learning outcomes, utilizing assessment results to improve learning services, creating a pleasant learning environment, utilizing available learning resources and developing appropriate learning interactions (strategies, methods, techniques).

METHOD

The method used in this research is naturalistic inquiry research, meaning it is conducted in natural conditions (Sugiono, 2010:14). The research location chosen is Citra Kasih Elementary School, Manado.

In this study, the data collection techniques used are through: Observation is a data collection technique by directly observing behavior or phenomena in the field. Observations in this study were obtained from data through direct observation in the field Interviews are a data collection technique carried out by communicating directly with informants or research subjects. The questions in the interview come from the results of comprehensive observations. Documentation in this study is needed especially to obtain administrative data and data on documentary activities. In this case, documentation is obtained through documents and photographs. The data analysis technique in this study uses data analysis techniques in the field of data reduction, with the process of data reduction and presentation.

RESULT AND DISCUSSION

Academic Supervision Planning at Citra Kasih Elementary School, Manado

Planning is one of the functions of management which is a description from the vision, mission, and goals of the organization or institution and becomes the basis for the process of other management functions. Planning includes activities to determine the goals to be achieved, the actions that should be taken, the appropriate organizational form to achieve them, and the people who will be responsible for the activities to be carried out. In line with the views outlined by Glickman, et al (2010: 9), it is emphasized that academic supervision is a series of activities to help teachers develop their ability to manage the learning process to achieve learning goals. Academic supervision is an effort to help teachers develop their ability to achieve academic goals.

In the supervision planning that will be carried out by the Principal of Citra Kasih Manado Elementary School, the teachers are asked to prepare the completeness of the RPP (Learning Implementation Plan) instrument consisting of several points, namely: (a) Learning objectives (b) Teaching and learning activity agenda (introduction, core activities, and closing) (c) Teaching tools and materials (d) Learning resources (e) Teaching methods (f) Assessment. In addition, the teachers prepare supporting documents such as (a) Student attendance/absence list (b) Photos of teaching and learning activities (c) Educational calendar. Supervision carried out by the Principal of Citra Kasih Manado Elementary School, always begins with providing information about the supervision to the teachers so that the teachers can know about it. This information is conveyed by the Principal either in the teacher's room informally, in meetings or through an existing WhatsApp group. This is intended so that teachers can prepare themselves well, especially regarding things that teachers need to prepare at Citra Kasih Manado Elementary School. There are three components needed in supervision planning, namely teacher administration, RPP instruments, and supporting documents. The first is. Teacher Administration includes: (1) Effective

weeks: the number of weeks used for teaching and learning activities during the school year. (2) Annual program: the arrangement of teaching and learning activities in the next year to achieve competency standards consisting of core competencies and basic competencies that have been set in each subject. (3) Semester program: contains the target for delivering learning materials in one semester. (4) Syllabus: guidelines for compiling teaching and learning activities in each subject. (4) Minimum completion criteria (KKM) or learning objective achievement criteria (KKTP): the minimum criteria that state that students have achieved learning completion in a subject. (5) Learning Implementation Plan (RPP) or teaching module: a teacher's guide to teaching in class (6) Grade list: used to measure students' understanding of the basic competencies that have been learned.

According to Marmoah (2018), supervision is an effort or action taken by school leaders to improve the quality of the institution and participate in improving teacher performance in implementing effective and efficient learning. In relation to the principal's duties, planning an academic supervision program includes the stages of preparing a schedule and supervision program (annual and semester) and preparation stages such as preparing supervision formats/instruments, preparing coaching materials and preparing previous supervision/coaching data. In order for the principal to be able to carry out his duties well in relation to academic supervision, the principal needs to have knowledge of the following things: (1) the concept of academic supervision planning, (2) the benefits of academic supervision planning, (3) the principles of academic supervision planning, (4) the scope of academic supervision, (5) academic supervision instruments. Academic supervision planning by the Principal at Citra Kasih Elementary School Manado, plays a very important role in these 3 main things, namely: (1) formulating the direction and objectives of academic supervision, (2) determining the allocation of activities, (3) determining the parties who will be involved as supervisors together with the principal. In addition to the above, the principal needs to pay attention to the following things in planning academic supervision.

1. Clarity of Educational Goals in Schools

What will be achieved in school, and the direction in which children's education should be implemented, are important points in supervision. The principal, as supervisor, must be as clear as possible about what his students should achieve at school. All actions in his school are for the success of his students. Also, the assistance given to his teachers, efforts to improve the teachers' abilities, are all aimed at helping his students achieve the educational goals at school. Therefore, the educational goals at school must be clear to the principal, teachers, and students.

2. Knowledge of Effective Teaching

As a supervisor, the principal must thoroughly understand the principles used in the teaching and learning process and must be able to select and use appropriate methods to activate student learning. In other words, a supervisor must be a good teacher, capable and willing to teach well. The principal must realize that any supervisory activity must ultimately result in a better teaching and learning process. Ultimately, supervisory activities must lead to the use of better and more effective teaching methods to improve student learning success. A supervisory plan will be inadequate if it is not based on knowledge of effective teaching.

3. Knowledge about Students

Supervisory knowledge must be based on knowledge of students. Supervisory planning must be aimed at improving student learning. The ultimate goal of

supervision is not only to improve teacher skills, but also to improve student learning activities and outcomes. Teacher development is only a temporary goal. Therefore, what needs to be planned in supervision is not only what teachers need to learn and how they are able to learn, but also what students need and how they are able to learn. A principal must not only know and understand their teachers, but equally important is knowing and understanding their students. This knowledge of students forms the basis for understanding their teachers' needs, which in turn determines what assistance is necessary and can be provided to them.

4. Knowledge about Teachers

Teachers are participants and partners in supervisors' efforts to improve teaching and learning situations and student learning outcomes. To collaborate effectively, supervisors must truly know the teachers they are collaborating with. Principals must understand teachers' strengths and weaknesses and their needs to become better teachers. Planned supervisory activities must be based on teachers' abilities, interests, and needs. Therefore, it is also necessary to understand teachers' perspectives and attitudes toward education, their duties as educators, and their attitudes toward the community. Before supervisors can begin to improve teachers' abilities, they must first work to change their attitudes and perspectives toward education and their duties as educators in society.

5. Knowledge of Potential Sources for Supervision

Supervision activities require expertise in various fields and cannot be handled by the principal alone, whose expertise is limited. Supervision planning must be complete, including what tools will be needed and used, where the activities will be held, who will be involved, how much money will be needed, and so on. Therefore, a principal must not only be able to plan what is needed, but also know how to obtain it: where the sources are and how to obtain them.

6. Ability to Calculate Time Factors

Academic supervision takes time, sometimes quite a long time, depending on the goals to be achieved and the circumstances. Simply expanding and improving knowledge may be achieved in a few months. Improving skills may take longer. Changing attitudes will take even longer. When developing plans, a supervisor must not ignore this time factor. They must not be too quick to set deadlines for long-term activities. They must also have the courage to end certain activities if they deem them to have achieved a desired outcome.

Implementation of Academic Supervision at Citra Kasih Elementary School, Manado

In the implementation of supervision, the principal provides direction/input related to effective learning activities so that children can more easily understand what the teacher says. This is mainly done by the principal, especially for teachers who tend to use the lecture learning model, which is considered less interesting for students. The principal also informs teachers of several things that need to be improved for the purpose of improving the quality of the learning process, including paying special attention to some children who are not serious in listening or participating in learning in class. Therefore, Burton and Bruckner (1955:1) define supervision as a service technique whose main goal is to study and improve good teaching and learning processes.

Supervision at Citra Kasih Elementary School, Manado, is carried out directly by the principal, assisted by a designated Team Leader, who visits classrooms while

teachers are teaching. This allows the principal to directly observe the classroom conditions and situations where teachers at Citra Kasih Elementary School, Manado, are conducting learning activities.

There are several challenges and obstacles in implementing supervision in Citra Kasih Elementary School, Manado. These challenges include:

1. Often the time for supervision activities is hampered by the many activities or events at school.
2. It is often found that there are teachers who do not prepare learning media/tools.
3. Lack of preparation from teachers, especially in subjects taught by a new teacher
4. There is still a feeling of nervousness because you think you will be judged.
5. Supervision that is carried out suddenly without notifying the teacher will make the teacher nervous and unprepared, especially if it is the first supervision the teacher has experienced.
6. The supervision paradigm as a means of testing teachers has an impact on fear. To achieve the objectives of academic supervision, a Principal as a supervisor must be able to control and implement the steps.
7. Implementing supervision effectively, efficiently, and consistently. By controlling and implementing supervisory measures, it is hoped that supervisory activities will run smoothly.

In order for supervision to be carried out effectively and efficiently to achieve the objectives of supervision, the principal must be able to implement the principles of supervision in the implementation of academic supervision. The principles of academic supervision are as follows:

- a. Academic supervision must be able to create harmonious human relations. The human relationships that must be created must be open, friendly, and informal. This relationship extends not only between supervisors and teachers, but also between supervisors and other parties involved in the academic supervision program. Therefore, in carrying out these tasks, supervisors must possess qualities such as helpfulness, understanding, openness, honesty, patience, enthusiasm, and a sense of humor.
- b. Academic supervision must be carried out continuously. Academic supervision is not a casual task performed only occasionally when the opportunity arises. It's important to understand that academic supervision is an essential function within the overall school program. Successful teacher development doesn't mean the supervisor's job is over; instead, ongoing guidance is essential. This is logical, considering that problems in the learning process are constantly emerging and evolving.
- c. Academic supervision must be democratic. Supervisors should not dominate the implementation of their academic supervision. The focus of democratic academic supervision is active and cooperative. Supervisors must actively involve the teachers they supervise. The responsibility for improving academic programs lies not only with supervisors but also with teachers. Therefore, academic supervision programs should be planned, developed, and implemented cooperatively with teachers, principals, and other relevant parties under the supervisor's coordination.
- d. The academic supervision program must be integral to the educational program. Within every educational organization, there are various behavioral systems with

the aim of the same, namely the goals of education. These behavioral systems include the administrative behavioral system, the academic behavioral system, the student behavioral system, the counseling development behavioral system, and the academic supervision behavioral system. Each system must be implemented in an integrated manner. Thus, the academic supervision program is integral to the overall educational program. Implementing this principle requires a good and harmonious relationship between supervisors and all parties implementing the educational program.

- e. Academic supervision must be comprehensive. An academic supervision program should encompass all aspects of academic development, although there may be an emphasis on certain aspects based on the results of a previous academic development needs analysis. This principle serves no other purpose than to meet the multi-purpose demands of academic supervision, including quality control, professional development, and teacher motivation, as explained above.
- f. Academic supervision must be constructive. Academic supervision is not solely about finding fault with teachers. While the process of academic supervision does include assessments of teacher performance, its purpose is not to identify faults. Academic supervision fosters teacher growth and creativity in understanding and solving the academic problems they face.
- g. Academic supervision must be objective. In developing, implementing, and evaluating the success of an academic supervision program, objective assessment is essential. Objectivity in program development means that the academic supervision program must be based on the actual needs of teachers' professional development. Similarly, in evaluating the success of an academic supervision program, measurement instruments with high validity and reliability are crucial for assessing teachers' ability to manage the learning process.

To achieve the goals of academic supervision, many methods or techniques that can be implemented and developed. To implement various supervisory techniques in schools wisely, the principal must truly understand the characteristics of each technique. Thus, the principal can choose a specific technique or combine various academic supervision techniques. A principal can use various supervisory techniques as long as they are truly able to support the achievement of academic supervision goals.

In carrying out academic supervision activities, the principal must also be able to mobilize and empower other parties to help carry out supervision activities. Hasibuan in Kambey (2006) emphasized that mobilization is making all group members willing to cooperate and be enthusiastic to achieve goals in accordance with predetermined plans and organized efforts. In this sense, mobilization is one of the important management functions. Mobilization occupies an important position for management steps to realize goals.

Based on the above, the principal must be able to empower and motivate teachers to involve themselves in academic supervision activities.

However, the main actors are the supervisor and the principal, because the others are functioned to enrich the data needed by both of them. Regarding academic supervision which is the task of these two educational staff, Arikunto views that academic supervision is better carried out by the principal than by the school supervisor considering that the principal is closer to the school and is even attached to school life, while the supervisor relatively comes to the school less often, especially if the number of schools under his supervision is quite large (Sahertian, 2008).

In this context, the Principal of Citra Kasih Elementary School in Manado, in carrying out his duties at school is not only a supervisor, but more than that, he is an administrator or manager. Therefore, he must not only carry out the supervisory function (controlling), but also must carry out other administrative or management functions such as planning, organizing, actuating, coordinating, and directing, which are applied to educational managerial activities at the school.

Follow-up on the results of Academic Supervision at Citra Kasih Elementary School, Manado

Follow-up to the supervision results at Citra Kasih Elementary School, Manado, where teachers continually improve inappropriate teaching methods. The criteria for appropriate teaching methods are none other than making Citra Kasih Elementary School students active and creative in learning activities. Teachers are even asked to be able to use student-centered learning media or methods or learning media that are fun for students. For example, through games in the learning process. The efforts that can be made to overcome problems in managerial supervision as stated by Anis (2021), are as follows: (1) Improving communication. Improving communication between managers and subordinates can help overcome problems in managerial supervision. (2) Improving skills development. Developing subordinate skills can also help overcome problems in managerial supervision. (3) Improving fairness in assessment. Improving fairness in assessment can help overcome problems in supervision. managerial.

As part of the follow-up supervision held at Citra Kasih Elementary School in Manado, the Principal gave awards and reinforcement to the teachers in their daily duties and responsibilities. On the other hand, the Principal also gave firm, educational reprimands to both students and teachers in order to support the improvement of the quality of learning in the future. When carrying out the supervisory function (controlling) which is applied in education to become academic supervision, the principal acts as a supervisor. One of the main parts of this supervision is supervising teachers in carrying out learning activities. In this context, Sahertian (2008:79) describes several advantages of this inter-class supervision technique, namely: (1) Providing opportunities for teachers to observe other colleagues who are teaching. (2) Helping teachers who want to gain experience or skills in teaching techniques and methods and is useful for teachers who experience certain difficulties in teaching. (3) Providing directed motivation for teaching activities. Teachers learn more easily from their own friends because of the familiarity based on knowing each other. (4) The principle of superiors and subordinates does not exist at all, so that discussions can take place naturally and it is easy to find solutions to problems that are of a deliberative nature.

The final stage of academic supervision, the principal's responsibility, is to follow up on the results of the supervision. The information obtained from the supervision can be used as a basis for decision-making. In this regard, a teacher meeting was held between the principal and teachers to follow up on the supervision results in the classes at Citra Kasih Elementary School in Manado.

Thus, in the follow-up of academic supervision In this school, there are the following things:

- a. In its implementation, the main target of academic supervision follow-up is activities.learn how to teach.

- b. Analysis results and notes from the principal can be used to develop teachers' teaching skills or improve teachers' professionalism, at least it can minimize obstacles that arise or that might arise.
- c. Feedback will provide assistance to supervisors in carrying out supervisory follow-up.
- d. From this feedback, a communication atmosphere can be created that does not cause tension or emphasize authority, but provides an opportunity to encourage teachers to improve their appearance and performance.

Finally, the ways to implement follow-up on the results of academic supervision are as follows:

- a. Review the assessment results.
- b. If it turns out that the objectives of academic supervision and learning standards have not been achieved, then it is best to re-evaluate the knowledge, skills and attitudes of teachers who are the objectives of the development.
- c. If it turns out that the goal has not been achieved, then start redesigning the teacher academic supervision program for the next period.
- d. Create an action plan for the next academic supervision.
- e. Implement the action plan in the next period.

Thus, academic supervision is an activity focused on improving conditions that influence teacher teaching performance and student learning performance, in order to improve the quality of the learning process and outcomes. Intensifying academic supervision focuses on providing assistance or services to teachers to improve the implementation of teaching and learning activities and improve the quality of the learning process and outcomes.

In an effort to improve the quality of learning processes and outcomes, anyone can theoretically supervise academic performance. Pidarta (2009), for example, suggests that if examined carefully, every element within a school, as an educational institution, is more or less related to learning. Minister of National Education Regulation Number 13 of 2007 concerning School/Madrasah Principal Standards requires principals to possess five competency dimensions: personality, managerial, entrepreneurial, supervisory (academic), and social. The principal's academic supervision competency dimensions include:

- a. Planning an academic supervision program in order to improve teacher professionalism.
- b. Carry out academic supervision of teachers using appropriate supervisory approaches and techniques.
- c. Following up on the results of academic supervision of teachers in the context of teacher professionalism

Obstacles to Academic Supervision at Citra Kasih Elementary School, Manado

Often the time for supervision activities is hampered by the many activities or events that take place at the school. On the other hand, it is acknowledged that because of the large number of teachers to be supervised (30 teachers), sometimes supervision is delayed or postponed to the following month. From the testimony the supervisor team found that It is often found that there are teachers who do not prepare learning media/tools. This is caused by a lack of preparation from teachers, especially in subjects that are new to being taught by a teacher. In connection with these obstacles, the principal is certainly not immune from facing obstacles in the implementation process. These problems, as stated by Nurastati (2018), include: (1) The complex managerial responsibilities of a principal. The principal is required to be able

to manage the educational supervision program effectively alone, especially in the learning aspects that are implemented. This becomes an obstacle due to the complexity of the responsibilities held by the principal. (2) Lack of preparation of the teachers being supervised. Even though the teachers to be supervised are informed about the implementation of educational supervision, they are still not fully prepared (3). Teachers assessed by the principal are still very subjective. This obstacle sometimes occurs when the teacher to be supervised is a senior teacher of the principal or supervisor himself.

Very thingIt is humane where there are several teachers at Citra Kasih Elementary School, especially new teachers who still feel nervous because they think they will be assessed during supervision, especially if supervision is carried out suddenly without notification to the teacher, it will make the teacher nervous and unprepared, especially if it is the first supervision experienced by the teacher. Another obstacle experienced in the implementation of supervision is the Paradigm of supervision as a means of testing for teachers, which has an impact on a fear

CONCLUSION

Supervision planning is aligned with the central/foundation curriculum, as is the format used. Teachers are asked to prepare matters related to academic supervision, particularly the administrative aspects. Information regarding supervision has been communicated to teachers via WhatsApp groups. Supervision is carried out every term. Supervision is also carried out without requiring teachers to be informed in an effort to cultivate a culture of teacher readiness at all times, intended to ensure every teacher is ready at all times. All teachers are evaluated and supervised. The principal, along with the supervision team, checks the readiness of the lesson plan and each element within the lesson plan. Supervision includes teaching methods, speaking styles, and attitudes toward children. The goal of supervision is to determine whether there is improvement in teacher performance in each term. Supervision is carried out directly by visiting classrooms while teachers are teaching. Through supervision, the principal and team can directly observe the performance of the teachers concerned.

Besides being archived by the supervisory team, the evaluation forms are also provided to teachers to provide input for improvements in the learning process. Teachers are encouraged to continually strive to improve inappropriate teaching methods. Supervisors consistently encourage teachers to use learning media that engages students. Supervisors consistently emphasize the importance of learning media in lesson plans (RPP).

Supervision time is often hampered by the numerous activities or events at school or by the large number of teachers to be supervised. Some teachers are still unprepared for sudden supervision. Teachers lack preparation, especially for new subjects. Nervousness persists due to the thought of being assessed. The paradigm of supervision as a testing ground for teachers has an impact on a sense of fear. Supervision that is carried out suddenly without prior notice will leave teachers nervous and unprepared, especially for first-time supervision.

REFERENCES

- Anis, H. (2021). Managerial Supervision and Its Problems. <https://hermananis.com/permasalahan-supervisi-pendidikan/>.
Uploaded on June 1, 2025.

- Bafadal, I. (2006). *Improving the Professionalism of Elementary School Teachers. Within the Framework of Advancing School-Based Quality Improvement*. Jakarta: Bumi Aksara.
- Burton, W.H. and Bruckner, L.J. (1953). *Supervision*. New York: Appleten Century.
- Glickman, C.D., Gordon, S.P. and Ross-Gordon, J.M. (2010). *Supervision and Instructional Leadership: A Development Approach*. London: Oxford University Press.
- Indrafachrudi, HRS and Tahalele, JF (2006). *How to Lead an Effective School*. Bogor: Ghalia Indonesia.
- Kambey, DC (2006). *Theoretical Basis of Administration/Management. A Summary*. Manado: Tri Ganesha Nusantara Foundation.
- Marmoah, S. (2018). *Educational Administration and Supervision: Theory and Practice*. Yogyakarta: Deepublish.
- Muslim, SB 2010. *Educational Supervision Improves the Quality of Teacher Professionalism*. Bandung: Alfabeta.
- Nurastati. (2018). Conditions of Educational Supervision that Should Occur. *Journal of Materials Processing*, 1(1), 1-8. <https://doi.org/10.31227/osf.io/b2g4k>
- Pidarta, M. (2009). *Contextual Educational Supervision*. Jakarta: Rineka Cipta.
- Purwanto, N. (2005). *Educational Administration and Supervision*. Bandung: Remaja Rosda Karya.
- Sahertian, PA (2008). *Basic Concepts and Techniques of Educational Supervision in the Context of Human Resource Development*. Jakarta: Rineka Cipta.
- Sugiyono. (2010). *Quantitative, Qualitative, and R&D Research Methods*. Bandung: Alfabeta.
- Wahyudi. 2009. *Principal Leadership in Learning Organizations*. Bandung: Alfabeta.