



# Implementation of school supervisors' performance to increase the professional competence of state high school teachers in Palopo City

Haluddin<sup>1</sup>, Sitti Mania<sup>2</sup>, St. Syamsudduha<sup>3</sup>, & Ulfiani Rahman<sup>4</sup>

<sup>1</sup>South Sulawesi Provincial Education Service, Indonesia

<sup>2,3,4</sup>Postgraduate Program, Universitas Islam Negeri Alauddin Makassar

Correspondence Email: [haluddinyunus@gmail.com](mailto:haluddinyunus@gmail.com)

## ABSTRACT

This research discusses how to implement the performance of school supervisors to increase the professional competence of teachers at State High Schools in Palopo City. The type of research used is qualitative research. Qualitative research examines the natural condition of objects, namely something that is as it is and has not been manipulated. Next, the research approach is phenomenological. The data sources used are primary data and secondary data. Data collection methods are observation (field observation), focus group discussion, and in-depth interviews (intensive/in-depth interviews). The research results show that (1) The implementation of school supervision will not run well if it only relies on reports. Therefore, supervision from organizational leaders combines direct and indirect supervision techniques. Recruitment and selection of prospective educational unit supervisors are treated to produce quality supervisory resources, namely prospective supervisors qualified as professional supervisors. With the presence of professional supervisors, the performance of supervisors in the future will be even better and more professional. (2) The implementation of supervision will have an impact on the professional competence of teachers and the quality of educational institutions, thus becoming an absolute necessity and, at the same time, becoming a password or keyword for producing civilized, productive, creative, innovative and effective sons and daughters of the nation. The desired teacher quality can influence students' teaching and learning process, which will result in learning achievement. Implementation of research that can improve teachers' professional competence should be carried out continuously through supervision. This needs to be done so that it can impact students' achievement abilities, especially at the State High School level in Palopo City.

**Keywords:** Professional teacher competence; teacher supervisor

## 1. INTRODUCTION

School supervisors function as educational supervisors or educational supervisors, both academic supervision and managerial supervision. Regarding academic supervision targets, school supervisors are tasked with helping and developing teachers to improve their professionalism to improve the quality of student learning processes and outcomes. Concerning managerial supervision, school supervisors are tasked with assisting school principals and all school staff to improve the quality of education delivery in the schools they supervise. (Maisyarah & Usman, 2017)

School supervisors must fulfil various abilities and competencies in carrying out their duties and functions effectively. According to Glickman, quoted by Hamzah B Uno and S. E. Nina Lamatenggo, three primary abilities must be fulfilled by school supervisors, namely: knowledge, technical skills and interpersonal skills (personal skills) (Uno et al., 2022).

Strengthening the function of school supervisors can be seen as a political as well as a professional step because empowering school supervisors can be used as a second-tier quality assurance actor after the school itself. Of course, strengthening this function requires several conditions, including developing the capacity and capability of school supervisors and government policy regarding the ratio of supervisors to the educational units being supervised. Curriculum changes in the national education system require all elements of education to play an active role between educators and education staff (Sumanti et al., 2022).

Educational supervision plays an essential role in guaranteeing the quality of education, especially in the context of achieving national education standards. However, this is mostly just rhetoric and has yet to be implemented intensively in education management, especially at the regional level. Challenges for school supervision also arise with the internationalization of education, which requires school supervisors to respond to changes to transmit them to school administrators (Kamisi et al., 2023).

School supervisors, as an element of the educational workforce, have an important and strategic role in overall efforts to improve the quality of education, especially in improving the quality and performance of schools, including guiding the management of a school or schools. State Senior High School Supervisors in Palopo City must understand their duties in fostering and developing professional teachers, especially those related to developing creativity and providing motivation because professional teacher development is a school supervisor program.

There are two primary aspects in educational institutions at State High Schools in Palopo City. They are academic and non-academic activities. Academic activities, known as education and learning activities, are related to the education and learning process, the scope of which is quite extensive and complex and is a central activity in educational institutions. One of the successes and failures of educational institutions depends on monitoring and controlling activities or supervision of all academic components and

activities. The educational institutions classified as successful today always emphasize academic activities and monitor and supervise all academic activities (Sari et al., 2016). Suppose there is an academic element that does not function as it should. In that case, the element is immediately corrected and, if necessary, replaced so that the running of academic activities becomes more effective and efficient.

As expected by today's modern society and its always-challenging nature, good education requires professional educators. This means that in society, we need good leaders. At home, we need good parents, and at school, we need professional teachers (Tarigan, 2016). However, the absence of a guide to the requirements for professional education has led to various interpretations by people about the meaning of a good teacher, particularly a professional teacher.

Based on the explanation above, they are looking for answers about what and who a professional teacher requires, a broad review covering various aspects. After that, it is concluded what kind of teacher profile is desired. The answer is that professional teachers have professional, personal and social abilities. This was clearly stated by Winarno Surachmad, quoted by Suparman, that "a profession, in its general meaning, is a particular field of work and service. Because of its nature and nature, it requires certain basic requirements, technical skills and personality attitudes" (Wulandari, 2021).

However, looking at the existing reality, professional teachers are far from what they are. The proliferation of low-quality schools gives a signal that professional teachers are just a discourse that has yet to be realized evenly in all education in Indonesia. This has raised concerns from academic circles, and even ordinary people have commented on the irregularities in education and the existing teaching staff. This fact inspired academics, so they formulated to improve teacher qualifications through empowerment and increasing teacher professionalism from training to instruction so that teachers have a minimum educational qualification of Strata Two (S2).

## **2) METHODS**

The type of research used in this research is qualitative research. Qualitative research examines the natural condition of objects, namely something that is as it is. Its circumstances and conditions have not been manipulated. Furthermore, Sugiyono, quoted by Makbul, explained that qualitative research places the researcher as the vital instrument, data collection techniques are carried out using triangulation (combination), data analysis is inductive, and research results emphasize narrative meaning (Makbul, 2021)

On the other hand, the qualitative research point of view does not use the term population but rather social situation or social situation, which consists of three elements: place, actors, and activities that interact synergistically. The social situation in question can be stated as an object/subject of research that wants to be deeply understood (Sugiyono, 2012).

This research is descriptive namely, the researcher carries out descriptions to provide a clear picture of social situations. The social situation referred to in this research is the effect on students after educators optimize their competencies. Qualitative research is known for data collection methods: observation (field observation), focus group discussions, in-depth interviews (intensive/depth interviews) and case studies. In qualitative research, data collection is carried out in natural settings, primary data sources, and data collection techniques are mostly participant observation, in-depth interviews and documentation (Adlini et al., 2022).

The data sources used in this research consist of:

### *1. Primary Data*

Primary data is obtained directly from the object under study (respondents/informants). Of course, these people are active in direct learning activities, namely high school supervisors in Palopo City, along with school principals and educators at SMAN 3, SMAN 5 and SMAN 6 Palopo. Primary data also means data sources from the results of certain information regarding data from someone about a problem being researched by a researcher (informant source).

In obtaining this data, researchers deal directly with informants to obtain accurate data so that researchers in processing the data do not experience difficulties. Primary data sources are obtained from the first source through data collection procedures and techniques, which can be interviewed. The primary data sources in this research are the Public High School Supervisory Service in Palopo City, school principals and teachers at SMAN 3, SMAN 5 and SMAN 6 in Palopo City.

### *2. Secondary Data*

Secondary data is supporting data in research to perfect missing primary data. Secondary data sources are additional data in the form of writings, books and other documents related to the object under study. Researchers use data in the form of writings, books and other documents to strengthen findings in the field so that data about problems experienced by educators and school supervisors can be fully revealed.

Secondary data sources techniques for collecting secondary data are carried out using the library study method, namely research that aims to collect data and information with the help of various kinds of materials found in the library.

According to Damopolii, valid and reliable research always presents the data sources in writing. Even though this research is classified as Field Research, the data required does not only come from the field but written data is also needed to support the field data (Damopolii, 2011). Researchers use library, field, and documentation data to obtain complete and accurate data.

### 3) RESULTS AND DISCUSSION

#### 1. Role and Performance Functions of School Supervisors

Performance is the work result that can be achieved by a person or group of people in an organization by their respective authority and responsibilities to achieve organizational goals illegally, without breaking the law and by morals and ethics. So, in principle, the performance of organizational units in which a person or group of people (group of human beings) reflects the performance of the human resources concerned (Maru'ao et al., 2016). Thus, the main thing whose performance must be assessed is the human element because they are the ones who play a role in it. They are a resource that plays a significant role in determining organizational performance to achieve organizational goals illegally, without violating the law by morals and ethics.

According to Ikbal Nadjamuddin, performance assessment needs to be carried out formally based on criteria that are determined objectively and documented systematically, and good performance can be seen through various physical indicators.

Meanwhile, according to Askar, performance appraisals are carried out to tell employees what supervisors expect to build a better understanding of each other. Performance appraisal focuses on assessment as a process of measuring the extent to which the work of a person or group of people can help achieve existing goals. Supervision can be interpreted as monitoring activities to ensure that all organizational activities are carried out as planned. At the same time, it is also an activity to correct and improve if deviations are found that will interfere with achieving goals.

Supervision is synonymous with supervision, according to Good Carter, quoted by Daryanto, H.M (2018), meaning that supervision is the efforts of school officials to lead and guide teachers and other staff in improving teaching, including stimulating and selecting position growth. -department of teacher development and revising educational objectives, teaching materials and teaching methods and teaching evaluation.

Supervision, in other terms, is also called supervision, according to Azhari Ahmad (2019), who states that: "etymologically supervision comes from the English word "supervision" which means supervision or control. Meanwhile, morphologically, supervision consists of two words: Super, meaning above or above, and Visi, meaning see, inspect, and supervise. A supervisor does have a position above or has a higher position than the person he supervises. Alternatively, a supervisor must have more experience and knowledge than the teachers and principals under his supervision. In relation to supervision, Sagala defines "school supervision as synonymous with educational supervision which has a special meaning, namely helping and participating.

In efforts to improve and improve the quality of both individuals and institutions." In the definition above, Syaiful Sagala (2013) looks in detail at the supervisory function, namely helping the institution and personnel who work there to carry out their duties according to the vision and mission. To achieve all of this, of course, coaching and

guidance are needed so that personal quality can meet the institution's wishes. Of course, educational staff and other educational staff must have quality and work professionally to achieve the educational institution's vision, mission and goals.

Based on the opinion above, performance is the work result that a teacher can achieve in a school organization by their respective authority and responsibilities. Apart from that, to assess teacher performance, we can see the following explanation. Performance management is also defined as creating a shared understanding of what must be achieved and how it must be achieved, as well as how to manage people in a way that increases the likelihood of achieving the organization's goals.

Supervisors must be able to influence or be able to invite teachers to achieve goals and obtain maximum results. In the leadership of a supervisor, the leader factor cannot be separated from the person being led, both are interdependent so that one cannot exist without the other. This is in line with the word Allah SWT QS. An-Nahl (16): 125.

أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ<sup>ط</sup> وَجَدِلْهُمْ بِالَّتِي هِيَ أَحْسَنُ<sup>ج</sup> إِنَّ رَبَّكَ هُوَ  
أَعْلَمُ بِمَنْ ضَلَّ<sup>ط</sup> عَنْ سَبِيلِهِ<sup>ط</sup> وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ

Translation:

*"Call (humans) to the path of your Lord with wisdom) and good teaching and debate them in a better way. Indeed, your Lord is the one who knows best who has gone astray from His path and He (also) knows best who has received guidance."* (Ministry of Religion of the Republic of Indonesia: 2019).

The verse above explains that a supervisor calls for goodness and directs the quality of education to be suitable by providing excellent and wise guidance. A supervisor is not only the party who assesses the performance of all school members but is also a figure who should be used as an example in carrying out good performance.

Furthermore, Sabrang Hasyim said that supervisors are also in the spotlight as well as examples and role models for teachers and other school members in carrying out their duties. If the supervisor has good character or traits, monitoring and evaluating performance will be more straightforward and accurate if he has a good personality. Good.

Meanwhile, according to Nur Asri M, a school supervisor at a school is one of the educational personnel whose job is to provide supervision so that teachers, principals and other personnel at the school can carry out their duties well.

Based on the opinion above, school supervisors are civil servants tasked with carrying out supervisory functions to achieve educational goals. Supervision or controlling is determining what has been carried out, meaning evaluating work

performance and, if necessary, implementing corrective action so that the work results are by the supervision or controlling plan. It is an activity to determine and correct significant deviations from planned activities. It is normal if, in an implementation, there are errors, failures and ineffective instructions resulting in deviations from the goals to be achieved.

According to Arifin, the monitoring process is carried out by administration and management using two types of techniques, namely:

*a. Direct supervision (direct control)*

What is meant by direct supervision is if the head of the organization personally supervises the activities being carried out. However, because of a leader's many complex tasks, especially in large organizations, it is only possible for a leader to carry out direct supervision. Because of this, he often has to carry out indirect supervision.

*b. Indirect supervision (indirect control)*

What is meant by indirect supervision is supervision from a distance. This supervision is carried out through reports submitted by subordinates. The report can be in written and oral form. The weakness of indirect supervision is that subordinates often only report positive things.

Based on the explanation above regarding supervisors, the concept of school supervision will not work well if it only relies on reports. Therefore, supervision from organizational leaders combines direct and indirect supervision techniques in supervisory functions. Recruitment and selection of prospective educational unit supervisors are treated to produce quality supervisory resources, namely prospective supervisors qualified as professional supervisors. With the presence of professional supervisors, the performance of supervisors in the future will be even better and more professional.

Therefore, it can be concluded that the performance of school supervisors is a series of related tasks so that educational goals will be achieved effectively and be able to make a real contribution to the performance of educational unit supervisors, displaying good work performance or work results and having an impact on teacher performance as a whole professionalism and the quality of education of the target schools.

## **2. Implementation of School Supervisor Performance on Teacher Competency**

In order to carry out the work of State High School supervisors in order to achieve teacher professionalism competency based on the results of interviews with Haeruddin, he said that the competency that needs to be considered is the personality competency of School supervisors, namely the ability of School supervisors to present themselves or their performance as individuals who have responsibilities as supervisors of educational

units. , creative in working and solving problems, want to know new things about science, technology and art, have work motivation and can motivate other people at work.

As stated above, personality competency is the attitude and behaviour displayed by school supervisors in carrying out their duties and responsibilities, containing the four characteristics above. This means that the personal figure of the school supervisor must be different from other personal figures in terms of responsibility, creativity, curiosity and motivation at work. This personal figure is expected to become a habit in his behaviour.

The role of school supervisors is to maintain and guide teachers so that they remain professional. To be more transparent, the role of supervision or supervision includes (1) academic supervision and (2) managerial supervision. The school supervisor must carry out these two supervisions regularly and continuously.

The target of managerial supervision is to assist school principals and educational staff in the field of school administration, which includes (a) curriculum administration, (b) financial administration, (c) administration of infrastructure/equipment, (d) administration of educational staff, (e) student administration, (f) public relations administration, and (g) correspondence and archiving administration.

According to Messi, M., Sari, W. A., & Murniyati, M. (2018), there are several things that school supervisors do as supervisors to help teachers continue to work professionally, namely:

- 1) Helping teachers make lesson plans
- 2) Helping teachers present lessons
- 3) Helping teachers to evaluate learning
- 4) Help teachers to manage the class
- 5) Assist teachers in developing curriculum
- 6) Assist teachers in evaluating the curriculum
- 7) Assist teachers in training programs
- 8) Help teachers in working together
- 9) Help teachers in self-evaluation

The role of school supervisors is to look after and guide teachers, either through academic or managerial supervision, which is most important in increasing teacher professionalism, namely by coaching and developing the teacher's resources and how this improves quality classroom learning. This is where the supervisor's role is very decisive in achieving national education goals and with professional teachers, namely by: Efforts to provide ability (Oxford English Dictionary). This meaning implies that increasing the quality of education has yet to optimize the empowerment of teacher performance, which has a role in improving the quality of education (Izzuddin, 2020). Empowerment of teaching staff is an embodiment of capacity building, which has nuances in empowering human resources for teaching staff through the development of various abilities (performance) and responsibilities as well as a synergistic atmosphere between the



government developing various abilities (performance) and responsibilities as well as a synergistic atmosphere between the government (government) and teachers.

Continuous efforts to optimize teacher performance are an essential factor compared to other factors in improving the quality of education. The government has realised this by assigning follow-up studies, various training and upgrading for teachers (Darmansah, T: 2022). Further studies are intended for State High School teachers who do not yet have human resources qualifications, who have mastered science and technology, and who tend to use technology to master human resources. Therefore, the importance of supervision given to teachers in their teaching and educational duties is still of a general nature (general supervision). Improving teachers' abilities in the teaching and learning process requires re-understanding. Teaching is about more than communicating knowledge so that the subject is known to students. However, teaching must be interpreted as helping students to be able to understand concepts and be able to apply the concepts they understand. Apart from that, teaching must be well-prepared (Sinar, M. A: 2021).

Teachers need to take the time to make thorough preparations, including inner preparation. Teachers are always motivated to try to plan what will be presented. Prepare to appear in teaching, assess appropriately and be responsible for the teaching assignments. According to Inah, E. N. (2015), the assistance provided to teachers is as follows:

- 1) Designing teaching and learning programs.
- 2) Carrying out the teaching and learning process.
- 3) Assessing the teaching and learning process.
- 4) Developing classroom management.

Meanwhile, according to Syukur, something different is said, namely related to managerial supervision competence, namely the ability of school supervisors to carry out managerial supervision, namely assessing and developing school principals, teachers and other educational staff in schools in improving the quality of school management and administration.

Alimus further stated that managerial supervision carried out by school supervisors provides coaching, assessment and assistance/guidance starting from preparing school program plans based on school data, implementing programs based on targets, up to program assessment and targeted results." The competency of a school supervisor is the ability to provide coaching, assessment, and guidance in school administration and management.

Meanwhile, according to Sumiardin, related to competence that must be considered is academic supervision competence, namely the ability of school supervisors to carry out academic supervision, namely developing and assessing teachers in order to improve the quality of learning carried out so that it has an impact on student learning outcomes. Furthermore, according to Sumiardin, the competency of learning supervision is coaching

teachers to improve the quality of the learning process. Therefore, learning supervision targets the teacher in the teaching and learning process (learning). The primary materials in the learning process are (the preparation of syllabus and lesson plans, selecting learning strategies/methods/techniques, using media and information technology in learning, assessing learning processes and outcomes and classroom action research).

Meanwhile, according to Syaharuddin, what is very important to pay attention to regarding the social competence of school supervisors is the ability of school supervisors to build relationships with various parties and be active in the activities of the supervisory professional organization (APSI). The competency of school supervisors indicates two skills that school supervisors must have, namely" a) Communication skills, both verbal and written, including social skills. b) Skills in working with other people both individually and in groups/organizations". The meaning contained in this social competency is the appearance of a supervisory personal figure who is flexible, open, willing to accept criticism and always looks positively at other people.

In line with what Naniek stated, if all the principles of supervision are considered and implemented by supervisors, each school will likely experience development and progress so that its educational goals can be achieved well. Several factors strongly influence the supervisor's ability to implement these principles.

Meanwhile, according to Ikbal Nadjamuddin, supervision is the role of supervisory officers in guiding educational actors such as teachers and school principals so that teaching and learning activities run as expected. Monitoring or supervision is closely related to guiding, coaching, monitoring and providing services in assisting teachers with the learning process activities so that they continue as expected.

According to Askar, supervisory duties include:

- 1) The planning task is determining policies and programs.
- 2) Administrative duties, namely decision-making and coordination through consultation to improve the quality of learning.
- 3) Direct participation in curriculum development.
- 4) Carry out teaching demonstrations for teachers.
- 5) Carrying out research

Based on the explanation above, each supervisor is given the task, responsibility and authority to carry out educational and administrative technical assessments and guidance in each educational unit for which he is responsible. In the world of education, supervision contains the same general concept but is adapted to learning activities. Educational supervision aims to improve the quality of learning by improving the quality and fostering teacher professionalism.

To improve the quality of education, teachers are a resource component whose existence is very determining. Improving the quality of education for State High School teachers in Palopo City requires professional teachers. All components in the educational

process, such as materials, media, facilities infrastructure, and educational funds, will not provide maximum support or cannot be utilized optimally for the development of the learning process without being supported by the presence of professional teachers who are utilized professionally.

Professional teachers in question are qualified, competent, and teachers who desire to bring learning achievement and can influence the student teaching and learning process, which will later produce good student learning achievement. Teachers or educators are true leaders, wise guides and directors, moulders of figures and leaders of the community. Based on law number 20 of 2003, the position of teachers as professionals aims to implement the national education system and realize the goals of national education, namely developing the potential of students to become human beings who believe in and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens.

Therefore, the researcher can conclude that the implementation of supervision will have an impact on the professional competence of teachers and the quality of educational institutions, thus becoming an absolute necessity and, at the same time, becoming a password or keyword for producing civilized, productive, creative, innovative sons and daughters of the nation, and effective. The above ideals and hopes for the birth of civilized humans should be born from an educational institution with national and even international standards.

## **CONCLUSION**

Based on the discussion described previously, it can be concluded that the coaching process carried out by school supervisors in increasing the professional competency of Palopo City State High School teachers is based on the concept of supervision, which will not work well if it only relies on teacher reports. Therefore, supervision from organizational leaders combines direct and indirect supervision techniques in supervisory functions. This means that by having professional supervisors, it is hoped that teacher performance competency in the future will improve and be more professional.

Furthermore, implementing school supervisors increases the professional competency of Palopo City State High School teachers by looking at the progress achieved by the schools they target. In this context, the quality of education in the school he is building will depend a lot on what is very important in improving the quality of education. Along with this, supervisors must have competence in educational needs, so the quality of supervisors must be well maintained by what is required and required by education. By the supervisor's duties, which are to guide the school in both managerial and academic fields, the qualifications for the quality of the supervisor's performance need to be considered further because the condition of educational supervisors still needs to be met by the standards set by the government.

## REFERENCES

- Izzuddin, I. (2020). Peran Pengawas Dalam Meningkatkan Profesionalisme Guru. *SINAU: Jurnal Ilmu Pendidikan Dan Humaniora*, 6(2), 73-86.
- Maisyarah, S., & Usman, N. (2017, January). Epektifitas Pelaksanaan Tugas Pengawas dalam Meningkatkan Mutu Pendidikan pada Sekolah Dasar Lingkungan UPTD Suku I Disdikpora Kota Banda Aceh. In *Prosiding Seminar Nasional Pascasarjana Unsyiah*.
- Uno, H. B., & Nina Lamatenggo, S. E. (2022). *Tugas Guru dalam pembelajaran: Aspek yang memengaruhi*. Bumi Aksara.
- Kamisi, M., & Hasyim, R. (2023). Program Pembinaan Mutu Guru Oleh Unit Pelaksana Teknis Daerah (UPTD) Pendidikan Kecamatan Kota Ternate Utara 202. *Jurnal Geocivic*, 6(1), 14-29.
- Sumanti, V., Firman, F., & Ahmad, R. (2022). Peran Guru dalam Kebijakan Kurikulum Merdeka di Sekolah. *Keguruan*, 10(2), 49-52.
- Sari, I. D., Zulkarnain, Z., & Rosana, R. (2016). Kinerja Pengawas Madrasah Kementerian Agama Kota Bandar Lampung Tahun 2015. *Jurnal Penelitian Geografi (JPG)*, 4(3).
- Tarigan, R. (2016). Supervisi Klinis Kepala Sekolah Dan Peningkatan Profesionalisme Guru. *Jurnal Paedagogi*, 8(2).
- Arsyam, M. (2015). Pengaruh Kemampuan Supervisional Kepala Sekolah Dan Peran Komite Sekolah Terhadap Kinerja Guru Sma Negeri Di Kota Makassar (Doctoral dissertation, Pascasarjana).
- Wulandari, D. (2021). Kompetensi Profesionalisme Guru. *Aksioma Ad-Diniyah*, 9(1).
- Makbul, M. (2021). Metode pengumpulan data dan instrumen penelitian.
- Randa, M., & Arsyam, M. (2022). Transformation of Islamic Religious Education in the Revolution 4.0 Era. *International Journal of Science and Society*, 4(4), 676-686.
- Sugiyono. (2012). *Metode Penelitian Pendidikan, Pendekatan Kuantitatif, Kualitatif, R&D* (Cet. 14; Bandung: Alfabeta)
- Adlini, M. N., Dinda, A. H., Yulinda, S., Chotimah, O., & Merliyana, S. J. (2022). Metode penelitian kualitatif studi pustaka. *Edumaspul: Jurnal Pendidikan*, 6(1), 974-980.
- Paris, S., Alam, S., & Arsyam, M. (2021). Upaya Peningkatan Prestasi Belajar Siswa Melalui Model Kooperatif Dengan Pendekatan Eksperimen Pada Pembelajaran Ipa Di Kelas V Sd Inpres Bangkala Ii Kota Makassar. *Jurnal Binagogik*, 8(1).
- Muljono, D. (2011). *Pesantren Modern IMMIM Pencetak Muslim Modern*. Jakarta: Raja Grafindo Persada.
- Maru'ao, T. E., Wau, Y., & Matondang, Z. (2016). Kinerja Pengawas Sekolah Dalam Pelaksanaan Supervisi Akademik di SMK Negeri Kota Gunungsitoli. *Jurnal Pendidikan dan Kepengawasan*, 3(2), 43-55.
- Kementerian Agama RI. (2019). *Al-Qur'an dan Terjemahnya* (Jakarta: Lajnah Pentashihan Mushaf Al-Qur'an)
- Sagala, Syaiful. 2013. *Supervisi Pembelajaran*, Jakarta: Rineka Cipta.
- Daryanto, H.M. *Administrasi Pendidikan*, (Jakarta: Rineka Cipta, 2018)
- Azhari, Ahmad. *Supervisi Rencana Program Pembelajaran*, (Jakarta, Depag, 2019) hal.1

- Messi, M., Sari, W. A., & Murniyati, M. (2018). Pelaksanaan supervisi akademik pengawas sekolah sebagai upaya peningkatan profesionalisme guru. *JMKSP (Jurnal Manajemen, Kepemimpinan, dan Supervisi Pendidikan)*, 3(1), 114-125.
- Darmansah, T. (2022). Peran Pengawas Pendidikan dan Kepala Sekolah Dalam Meningkatkan Profesionalisme Guru. *MUDABBIR (JOURNAL RESEARCH AND EDUCATION STUDIES)*, 2(1), 11-21.