

Academic Supervision Management of the Principal at State of Islamic Elementary School (*MIN*) 6 Cirebon Regency

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Abstract

This study examines the management of academic supervision conducted by the principal at *MIN* 6 Cirebon Regency in improving teacher professionalism and learning quality. Academic supervision is considered essential because the quality of education is strongly influenced by teachers' instructional competence and the effectiveness of school leadership. However, many madrasahs still implement supervision conventionally, focusing more on administrative requirements than on professional teacher development. Therefore, this research aims to analyze the planning, implementation, data analysis, interpretation, and follow-up of academic supervision carried out by the madrasah principal. This study employed a qualitative descriptive approach. Data were collected through observations, in-depth interviews, and documentation involving the principal, vice principal of curriculum, and senior teachers. The data were analyzed using the interactive model of Miles, Huberman, and Saldana, including data condensation, data display, and conclusion drawing. The findings reveal that academic supervision at *MIN* 6 Cirebon Regency is implemented systematically through supervision planning, classroom observation, competency-based assessment instruments, structured feedback, and follow-up programs such as training and mentoring. The supervision process also emphasizes objectivity, collaboration, and continuous teacher development. In conclusion, effective academic supervision management contributes significantly to improving teacher competence, instructional quality, and sustainable educational development in madrasah institutions.

INTRODUCTION

Education is a crucial component in national development and the cultivation of high-quality human resources, as mandated by Law No. 20 of 2003 concerning the National Education System. However, the quality of education in Indonesia, particularly at the Madrasah Ibtidaiyah (Islamic Elementary School) level, still exhibits a significant gap between expectations and the reality on the ground. Observed phenomena indicate that improving educational quality is inseparable from the quality of the learning process conducted by teachers in the classroom. Based on 2022 data from the National Education Standards Agency (BSNP), approximately 65% of Madrasah Ibtidaiyah in Indonesia remain in a category where learning quality standards require improvement, with the suboptimal implementation of academic supervision identified as a key contributing factor (Chaula, 2023, 2024; Karkouti et al., 2022).

Furthermore, research by Rohmat (2020) reveals that 70% of madrasah principals in West Java still apply academic supervision through a conventional approach, which prioritizes administrative aspects over the professional development of teachers (Rohmat, 2020). This is

consistent with the findings of (Suryani & Pristiwati, 2019), who identified that academic supervision in madrasah ibtidaiyah tends to be a mere formality, lacking a significant impact on improving the quality of learning (Suryani & Pristiwati, 2019).

The study of academic supervision is rooted in a robust theoretical foundation, notably the Developmental Supervision Model proposed by Carl D. Glickman. This model emphasizes that academic supervision must be based on a teacher's level of professional development, taking into account their levels of commitment and abstract thinking through directive, collaborative, and non-directive approaches tailored to the teacher's specific needs and characteristics. According to Glickman, academic supervision comprises five stages: (1) Pre-conference, (2) Classroom Observation, (3) Data Analysis and Interpretation, (4) Post-conference, and (5) Follow-up. Each stage must be implemented systematically to achieve optimal professional development goals for teachers (Glickman et al., 2018).

Although academic supervision is theoretically understood as an effort to foster professional growth, a significant gap remains in practice (Bellibaş et al., 2021; Matete, 2021; Medford & Brown, 2022). Based on a preliminary study at *MIN 6 Cirebon* Regency, several issues were identified: First, academic supervision planning has not been fully developed based on specific teacher needs analysis. Second, the implementation of supervision is still hindered by conventional, inspection-oriented approaches. Third, the follow-up on supervision results has not been conducted systematically or consistently. Fourth, there is a limited competency in the principal's academic supervision regarding the provision of constructive feedback.

In the Indonesian context, academic supervision is particularly important because the quality of education at the madrasah level still faces challenges related to learning standards, teacher competence, and instructional management (Bellibaş et al., 2022). The manuscript explains that the quality of education in Indonesia, especially at the Madrasah Ibtidaiyah level, still shows a gap between expected standards and actual classroom conditions, with academic supervision identified as one factor affecting learning quality. This condition shows that madrasah principals are not only administrative leaders but also instructional leaders who must ensure that teachers receive guidance, feedback, and follow-up support.

Academic supervision is generally understood as a structured professional assistance process aimed at helping teachers improve their ability to plan, implement, and evaluate learning. In the reviewed manuscript, academic supervision is positioned as a systematic process involving planning, classroom observation, data analysis and interpretation, feedback, and follow-up activities. This concept is consistent with the developmental supervision model, which emphasizes that supervision should be adjusted to teachers' professional needs, levels of commitment, and instructional challenges. Thus, effective supervision should not be limited to checking documents but should become a developmental process that supports teacher growth.

Previous studies also show that principal supervision contributes to teacher professionalism and learning improvement. Haryanto's 2024 study found that principal academic supervision can improve teacher performance when it is implemented through documentation, interviews, observation, and meaningful follow-up actions. Similarly, research on madrasah principals as academic supervisors indicates that the principal has a crucial role in supporting curriculum implementation and developing teacher professionalism in madrasah

contexts. These studies confirm that academic supervision is a strategic mechanism for connecting school leadership with classroom quality.

However, academic supervision in many schools and madrasahs is still often implemented conventionally. The manuscript states that some academic supervision practices tend to prioritize administrative completeness rather than teacher professional development, and preliminary findings at *MIN 6* Cirebon Regency indicate that supervision planning, implementation, feedback, and follow-up still require strengthening. This reveals an important research gap: although academic supervision has been widely discussed conceptually, there is still a need to examine how supervision management is actually planned, implemented, analyzed, and followed up in a specific madrasah context.

The urgency of this research lies in the need to strengthen the role of the madrasah principal as an instructional leader who can transform supervision into a practical instrument for improving learning quality. In the case of *MIN 6* Cirebon Regency, the manuscript shows that the madrasah has a vision of becoming an independent and high-quality institution based on faith, piety, science, and technology. Such institutional vision requires supervision management that is not only procedural but also reflective, collaborative, and oriented toward continuous teacher development.

The novelty of this research is its focus on the management of principal academic supervision at *MIN 6* Cirebon Regency by examining four interconnected dimensions: planning, implementation, data analysis and interpretation, and follow-up. Unlike studies that only discuss supervision as a general leadership function, this research explores supervision as a managerial cycle that begins with needs analysis and ends with teacher development programs. This approach provides a more comprehensive understanding of how academic supervision can be organized in a madrasah ibtdaiyah setting.

The purpose of this research is to describe and analyze the management of academic supervision conducted by the principal at *MIN 6* Cirebon Regency. Specifically, the study aims to explain how supervision is planned, how classroom observation is implemented, how supervision data are analyzed and interpreted, and how follow-up programs are carried out to improve teacher professionalism. By focusing on these aspects, the research seeks to provide an empirical picture of academic supervision practices in a real madrasah context.

The contribution of this research is both theoretical and practical. Theoretically, it enriches the discussion of academic supervision management in Islamic elementary education, especially by connecting supervision theory with madrasah-based instructional leadership practices. Practically, the findings can become a reference for madrasah principals, teachers, supervisors, and policymakers in designing more effective, systematic, and needs-based supervision programs. Therefore, this research is expected to support the improvement of teacher competence, classroom learning quality, and sustainable educational development at the madrasah level.

RESEARCH METHODOLOGY

This study employed a qualitative approach with a descriptive method. The qualitative descriptive approach was selected as this research aims to describe, analyze, and interpret current conditions regarding the principal's academic supervision management (Sukmadinata, 2016). This study sought to provide an in-depth description of the planning, implementation,

data analysis and interpretation, and follow-up within the academic supervision management at Madrasah Ibtidaiyah Negeri (MIN) 6 Cirebon Regency, located on Jl. Pangeran Anggabaya No. 01, Kaliwedi District, Cirebon Regency, West Java. The research subjects were determined using a purposive sampling technique, a method of selecting data sources based on specific criteria—specifically, individuals considered to possess the most comprehensive knowledge regarding the phenomenon under study (Sugiyono, 2018).

The research subjects in this study included: the Principal of *MIN* 6 Cirebon Regency as the primary informant, the Vice Principal of Curriculum as a supporting informant, and three senior teachers who had undergone supervision as supporting informants. Data collection involved data triangulation utilizing three primary techniques: observation, in-depth interviews, and documentation. Data analysis was conducted using the interactive analysis model by Miles, Huberman, and Saldana, which consists of three main components: data condensation, data display, and conclusion drawing/verification (Miles et al., 2020).

RESULT AND DISCUSSION

The vision of *MIN* 6 Cirebon is to be an "independent and high-quality madrasah based on Imtaq (Faith and Piety) and oriented toward Iptek (Science and Technology)." Its mission includes enhancing educational quality through improved academic achievement and the mastery of science and technology grounded in faith and piety; optimizing competent, certified, creative, and innovative teaching staff through education, training, guidance, and welfare programs; fostering active, creative, innovative, and independent student achievement; providing facilities and infrastructure that meet Minimum Service Standards; strengthening relationships between the madrasah, the community, and both internal and external institutions; and improving educational and financial administration to be more orderly, structured, transparent, and accountable.

MIN 6 Cirebon is supported by teaching staff who hold Bachelor's (S1) and Master's (S2) degrees and are certified by the Ministry of Education and the Ministry of Religious Affairs. The madrasah has a total of 128 students with 12 classrooms distributed across various grade levels. The facilities and infrastructure at *MIN* 6 Cirebon include classrooms, a teacher's room, the principal's office, a library, a computer laboratory, a school health unit (UKS) room, a canteen, a mosque, sports fields, restrooms, and other supporting facilities that facilitate the teaching and learning process in accordance with national education standards.

Academic supervision is a series of activities designed to assist teachers in developing their ability to manage the learning process to achieve specified educational objectives (Glickman et al., 2020). In accordance with the researcher's findings regarding academic supervision at *MIN* 6 Cirebon Regency, the results were analyzed based on theoretical studies and field facts obtained through interviews, observations, and documentation as presented in the previous section. By integrating these three data collection techniques, the discussion focuses on four key areas:

Principal's Academic Supervision Planning

Goldhammer, Anderson, & Krajewski (2021) detail the components of planning, which include teacher needs analysis, the establishment of clear observation objectives, the selection of observation instruments, scheduling, and mutual agreement on the instructional focus. Furthermore, Acheson & Gall (2020) highlight the pre-conference as an essential initial step to

determine the observation focus, clarify learning objectives, and align perceptions between the supervisor and the teacher. Based on the results of interviews, observations, and literature studies, it is evident that academic supervision management planning at MI Negeri 6 Cirebon Regency involves the formulation of a comprehensive annual supervision program. This program is developed by involving various stakeholders, including the vice-principal of curriculum, teachers, and the school committee.

The foundation of this planning encompasses teacher needs analysis, evaluations of the previous year's learning outcomes, and the madrasah's vision and mission, which emphasizes the enhancement of *Imtaq* (faith and piety) and *Iptek* (science and technology). Regular scheduling ensures that supervision is conducted consistently, while the selection of targets based on performance evaluations and competency needs ensures that the supervision remains relevant to the teachers' actual requirements. The development of instruments by the principal and the vice-principal of curriculum, in reference to national education standards, demonstrates a commitment to maintaining objectivity and the quality of supervision. Instruments such as observation sheets and competency checklists support the collection of measurable and directed data. Additionally, a preliminary discussion with teachers prior to the observation serves as a vital component of the planning process.

A comparison between theoretical and empirical studies in the context of academic supervision planning at MI Negeri 6 Cirebon Regency indicates significant alignment between theory and practice. However, several aspects require further enhancement, specifically the necessity for a feedback mechanism to evaluate the effectiveness of the supervision program. Overall, these findings indicate that academic supervision planning that is theoretically grounded and adapted to institutional needs can serve as a model for other madrasahs. Consequently, this approach can be adopted with local contextual adjustments to improve educational quality sustainably.

Implementation of Academic Supervision and the Madrasah Principal

The implementation of academic supervision by the madrasah principal centers on classroom observation, which enables direct, objective, and systematic observation of instructional dynamics (Ovando & Harris, 2021). (Pajak, 2020) identifies three primary observation techniques: narrative, to describe classroom events in detail; categorical, utilizing structured instruments; and participatory, which involves the supervisor in the learning process. These three techniques complement each other to provide a comprehensive evaluation of teaching quality. The ultimate goal of this supervision is to achieve sustainable and measurable improvements in educational quality (Pajak, 2020).

At *MIN* 6 Cirebon Regency, the annual academic supervision program is developed by involving various stakeholders, including the vice-principal of curriculum, teachers, and the school committee. This planning process considers teacher needs analysis, evaluations of previous learning outcomes, and the madrasah's vision and mission, which emphasizes the enhancement of faith, piety, science, and technology (*Imtaq* and *Iptek*). The supervision program covers six primary areas: curriculum and instruction, human resource development, finance and personnel, student affairs, facilities/infrastructure, and community relations. Following the planning phase, flexible scheduling and precise target selection reflect an approach tailored to individual teacher conditions, consistent with empirical recommendations.

For the implementation phase, the instruments used include learning observation sheets, pedagogical and professional competency checklists, and post-observation interview guides. These are developed by the principal and the vice-principal of curriculum, referencing national education standards and the specific needs of the madrasah. Based on a comparison between theoretical and empirical studies, the implementation of academic supervision at *MIN 6* Cirebon Regency shows strong alignment with best practices in the literature. Theoretically, academic supervision focuses on classroom observation for direct, objective, and systematic observation of learning dynamics (Ovando & Harris, 2021).

In practice, this madrasah conducts classroom observations using instruments that reflect the narrative, categorical, and participatory observation techniques identified by Pajak, (2020), thereby ensuring a thorough evaluation of instructional quality. Furthermore, the objective of achieving continuous and measurable improvement is reflected in this systematic empirical approach. The scope of supervision, covering six major areas, demonstrates a holistic approach capable of driving comprehensive school improvement, aligning with the views of (Sergiovanni & Starratt, 2021). Overall, these findings imply that effective academic supervision requires meticulous planning, flexible and contextually relevant implementation, and a supportive relationship between the supervisor and the teacher.

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Data Analysis and Interpretation of Academic Supervision

The stage of data analysis and interpretation is a crucial process in transforming observation results into meaningful information for teacher professional development. The results of this study indicate that effective academic supervision relies on the use of objective instruments, systematic steps, and structured documentation. To maintain objectivity, the principal explained that supervision instruments are designed based on clear and measurable teacher competency standards. Additionally, the principal involves senior teachers or a supervision team to validate instruments before use and ensures that observations are conducted by more than one observer to reduce bias.

The systematization of the supervision process serves as a key element in this research, following these steps:

1. Preparing observation instruments
2. Conducting direct classroom observations focusing on teacher-student interaction, teaching methods, and the use of learning media
3. Recording findings in detail
4. Providing feedback to teachers after the observation is completed. These steps underscore the importance of structured observation

Furthermore, documentation plays a vital role in ensuring accountability and transparency through written reports that include observation results, recommendations, and follow-up plans. All documents are stored in both digital and physical archives for evaluation purposes.

The findings at *MIN 6* Cirebon Regency demonstrate alignment between effective academic supervision theory and the practices applied by the principal, particularly regarding objectivity, systematization, and documentation. According to Glatthorn, (2020), effective supervision requires systematic data analysis with a clear framework to identify strengths, weaknesses, and areas for teacher development (Glatthorn, 2020). In empirical practice, this is reflected in the use of instruments based on measurable competency standards and the involvement of multiple observers. This approach strengthens the objectivity of supervision, which is a primary pillar of academic supervision theory.

At *MIN 6* Cirebon Regency, the Madrasah Principal implements procedures encompassing instrument preparation, direct classroom observation, detailed recording of findings, and the provision of feedback to teachers. These steps demonstrate alignment with theoretical frameworks while underscoring the importance of a structured approach in enhancing instructional quality. Furthermore, the research results indicate that *MIN 6* Cirebon Regency has implemented a comprehensive documentation system, featuring written reports that include observation results, recommendations, and follow-up plans, stored in both digital and physical formats. This practice not only aligns with theory but also reflects the institution's commitment to the evaluation and accountability of the supervision process.

Follow-up of the Principal's Academic Supervision

In the follow-up stage, Guskey, (2021) identifies five forms of effective activities: intensive individual coaching, peer observation and collaborative learning, specific workshops or training, lesson study and action research, and professional learning communities (PLCs). This diversity allows the principal to select strategies that best suit the conditions and professional development needs of each teacher (T.R, 2021). Interview results indicate that the post-supervision teacher development program at *MIN 6* Cirebon Regency is designed to support continuous competency development.

This program includes training tailored to individual teacher needs, workshops to share best practices, and direct mentoring by the principal or senior teachers. For example, teachers facing difficulties with technology are directed to IT training, while those less competent in teaching methods are assisted in developing more effective lesson plans. Furthermore, systematic monitoring is conducted, including discussions on progress and the examination of instructional documents such as lesson plans (RPP).

The evaluation of follow-up results is conducted through a comprehensive approach, comparing observation results before and after the follow-up, measuring student learning outcomes, and interviewing teachers and students to assess the impact of supervision. This ensures that supervision focuses not only on improving teacher performance but also on enhancing student learning results. Reports are prepared in a narrative format, shared with the supervised teachers, the madrasah committee, and the Ministry of Religious Affairs as part of institutional accountability.

The comparison between theoretical and empirical studies reveals several important implications. This approach provides flexibility for the principal to adjust strategies to teacher needs. In practice, MI Negeri 6 Cirebon Regency has demonstrated consistency with this theory through teacher development programs that include needs-based training, workshops, and direct mentoring.

However, there is room for improvement; empirical findings did not mention the use of peer observation, collaborative learning, action research, or professional learning communities, which are part of theoretical recommendations (Guskey, 2021b). Implications suggest that the madrasah could consider integrating these activities to enrich professional development. On the other hand, the monitoring and evaluation approach at the madrasah deserves appreciation.

Systematic monitoring through follow-up observations and document reviews aligns with the recommendations of Sullivan and Glanz (2019). By maintaining positive practices like comprehensive evaluation and transparent reporting, and supplementing them with additional strategies, the madrasah can ensure that academic supervision significantly contributes to teacher competence and student learning quality.

This transparency strengthens stakeholder engagement in supporting educational improvements within the madrasah. *MIN 6* Cirebon Regency has successfully implemented several critical aspects of academic supervision follow-up in accordance with theoretical frameworks. However, to further optimize outcomes, the madrasah should consider integrating additional strategies such as peer observation and professional learning communities (PLCs). By maintaining positive practices such as comprehensive evaluation and transparent reporting and supplementing them with these additional strategies, the madrasah can ensure that academic supervision significantly contributes to the enhancement of teacher competence and student learning quality.

CONCLUSION

Academic supervision planning at MI Negeri 6 Cirebon Regency is conducted systematically and collaboratively. This process involves various stakeholders, including the vice-principal of curriculum, teachers, and the school committee. The planning foundation encompasses teacher needs analysis, evaluations of previous learning outcomes, and the madrasah's vision and mission, which emphasizes the enhancement of *Imtaq* (faith and piety) and *Iptek* (science and technology). Supervision schedules are established periodically, considering teaching timetables and madrasah activities, while target teachers are selected based on performance evaluations and competency development needs. The supervision instruments employed, such as observation sheets and competency checklists, are developed based on national education standards and tailored to the specific needs of the madrasah. The implementation of academic supervision at MI Negeri 6 Cirebon Regency prioritizes objectivity and systematization. Supervision instruments are designed based on clear and measurable teacher competency standards, involving validation from senior teachers or a supervision team to minimize bias. Classroom observations are conducted by multiple observers to ensure accuracy. The implementation steps include instrument preparation, direct classroom observation, detailed recording of findings, and the provision of feedback to teachers. Documentation of supervision activities is maintained through written reports that encompass observation results, recommendations, and follow-up plans, archived in both digital

and physical formats. Data analysis and interpretation of supervision results at MI Negeri 6 Cirebon Regency are conducted comprehensively to identify teachers' strengths, weaknesses, and areas for development. This process focuses not only on technical instructional aspects but also considers the integration of Islamic values within the learning process. Based on the analysis, improvement recommendations are formulated and adapted to individual teacher needs and the madrasah's conditions. This approach ensures that supervision is not merely evaluative but also constructive, supporting teacher professional development. The follow-up of academic supervision at MI Negeri 6 Cirebon Regency includes teacher development programs tailored to specific needs, such as training, workshops, and direct mentoring. Monitoring the implementation of recommendations is carried out through follow-up observations, routine discussions, and reviews of instructional documents. The evaluation of follow-up outcomes involves a comparative analysis of observation results before and after the intervention, measurement of student learning outcomes, and interviews with both teachers and students. Supervision reports are prepared in a narrative format and submitted to teachers, the madrasah committee, and the Ministry of Religious Affairs of Cirebon Regency as a form of institutional accountability

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