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Evaluation of Academic Supervision Program in Improving Teachers' Administrative Compliance in Learning at MTs Semarang

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Abstract

This study evaluates the implementation of academic supervision in improving teachers' compliance with instructional administration at MTs X in Semarang City. The research employed a qualitative evaluative approach using the Context, Input, Process, and Product (CIPP) model to provide a comprehensive assessment framework. Data were collected through systematic observations, in-depth interviews with the principal and teachers, and rigorous document analysis of instructional plans, teaching journals, and supervision reports. Data analysis was conducted interactively through data reduction, data display, and conclusion drawing to ensure validity. The findings show that the supervision program has been strategically aligned with institutional needs and national education standards. However, several critical limitations were identified, particularly in documentation systems, limited access to professional development, and the lack of digital monitoring platforms. Although supervision is conducted regularly, the implementation tends to emphasize administrative inspection rather than pedagogical development, leading teachers to prepare necessary documents only shortly before the scheduled supervision. As a result, improvements in instructional documents are evident but remain situational rather than sustainable in the long term. The process lacks a consistent follow-up mechanism that addresses individual teacher challenges in the classroom. Consequently, the study recommends strengthening coaching-based supervision techniques and developing a systematic follow-up program to foster internalized professional compliance. It is essential for the principal to shift the paradigm from formal surveillance to collaborative mentorship. This transformation will ensure that administrative excellence serves as a foundation for better teaching quality, ultimately enhancing the overall educational outcomes and institutional performance within the school environment.

Keywords: Supervisi Akademik, Evaluasi CIPP, Kepatuhan Administratif, Manajemen Madrasa.

1. Introduction

Academic supervision is one of the important instruments in Islamic education management. In the context of madrasahs, the principal not only acts as an administrator but also as an instructional leader who is responsible for ensuring the quality of the teaching and learning process. This function is in line with the management theory proposed by (Terry George, 1986), which states that management includes planning, organizing, actuating, and controlling. Academic supervision is part of the controlling function aimed at ensuring the alignment between instructional planning and implementation (Rahman, 2021).

Normatively, academic supervision is designed as a continuous professional development process. The purpose of supervision is to provide assistance to teachers so that they can improve their competencies in achieving the learning objectives set for students. Glickman, cited in (Sunaedi & Rudji, 2023), emphasizes that academic supervision is conducted to assist teachers in improving their teaching abilities and achieving instructional goals. This effort is carried out through enhancing teaching knowledge and skills, strengthening commitment, and fostering teachers' willingness and work motivation. With improved competence and motivation, the quality and effectiveness of classroom learning processes can become more optimal (Karimah, 2022).

Sergiovanni states that school principals must be able to build a professional culture through supervision that is developmental rather than merely administrative inspection. Ideally, academic supervision should serve as a means for continuous professional development for teachers. However, in practice, the implementation of academic supervision often focuses more on examining the completeness of instructional administration. Instructional

administration such as lesson plans (RPP) or teaching modules, annual programs, semester programs, syllabi, and assessment instruments often become the primary indicators in evaluating teacher performance (Sergiovanni & Starratt, 2007). This administrative orientation has the potential to shift the essence of supervision from reflective coaching into merely fulfilling formal obligations.

A common phenomenon is that teachers' administrative compliance increases prior to supervision or accreditation, but it is not always consistently practiced in daily teaching activities. This condition indicates that compliance is still reactive. According to Kelman's compliance theory, cited in (Aisyah Rinjani Harahapa, dkk, 2025), compliance can occur due to external pressure (compliance), the desire for acceptance (identification), or the internalization of values (internalization). In this case, teachers' administrative compliance can be categorized as compliance behavior, which arises due to external demands or supervision rather than internalized professional awareness. If supervision only results in formal compliance, its contribution to building a quality culture becomes limited.

Previous research conducted by (Sunaedi & Rudji, 2023) found that academic supervision can improve teacher performance, particularly when it is carried out in a planned, systematic, and continuous manner and followed by clear follow-up actions such as coaching and training. However, the study did not specifically evaluate academic supervision in relation to teachers' instructional administrative compliance in the madrasah context. To address this gap, this study uses the CIPP evaluation model developed by (Stufflebeam, 2003). The CIPP model provides an analytical framework consisting of four components: context, input, process, and product. This model allows evaluation not only to focus on final outcomes but also on program readiness and implementation. By integrating the CIPP model and the compliance theory perspective, this study offers a more systematic evaluative approach to assess the extent to which academic supervision truly encourages the internalization of instructional administrative culture in madrasahs.

MTs X in Semarang City is one of the madrasahs that regularly conducts academic supervision and Madrasah Self-Evaluation (EDM) as part of its internal quality assurance system. However, based on preliminary observations, it was found that some teachers still prepare instructional administration close to the supervision schedule. In addition, during the implementation of EDM, the team often experiences difficulties in collecting administrative data from each division. This condition indicates a gap between the normative design of supervision and its factual implementation in practice.

One of the factors influencing the success of academic supervision implementation is teachers' work motivation in carrying out their professional duties (Salsabila & Wardhani, 2026). According to Hamzah (Uno, 2023), motivation is an internal and external drive within an individual to initiate behavioral changes in order to achieve certain goals. Work motivation plays an important role in determining teachers' discipline in planning and managing learning, including preparing instructional administration systematically. Teachers with high work motivation tend to be more responsible in preparing instructional tools such as annual programs, semester programs, teaching modules, and assessment instruments. Conversely, when work motivation is low, instructional administration is often viewed merely as an administrative obligation that is fulfilled only when supervision or accreditation demands arise.

This phenomenon indicates that the issue of instructional administrative compliance is not only related to the mechanism of academic supervision but is also influenced by teachers' professional motivation in consistently carrying out their duties. Therefore, it is important to evaluate the implementation of academic supervision not only from the administrative aspect but also from its ability to encourage increased motivation and professional awareness among teachers in managing instructional administration.

Based on these considerations, this study aims to evaluate the academic supervision program in improving teachers' instructional administrative compliance at MTs X in Semarang City. The evaluation focuses on the alignment between the supervision program context and institutional needs, the readiness of inputs supporting its implementation, the supervision process, and the extent to which the program contributes to improving teachers' instructional administrative compliance. This study is expected to provide theoretical contributions to the development of educational management, particularly in strengthening the effectiveness of academic supervision in madrasah institutions.

2. Method

This study employed a qualitative approach with an evaluative research design to analyze the implementation of the academic supervision program in improving teachers' compliance with instructional administration in a secondary education institution. The qualitative approach was chosen to obtain an in-depth understanding of the phenomenon based on the experiences and practices occurring in the field (Moleong, 2017). The evaluation framework used in this study was the Context, Input, Process, and Product (CIPP) model developed by Daniel L. Stufflebeam, which provides a comprehensive analytical framework for assessing the planning, implementation, and outcomes of the academic supervision program.

Data were collected through observations, in-depth interviews, and document analysis. Observations were conducted to directly examine the implementation of academic supervision and to assess teachers' readiness in preparing instructional administrative documents. In-depth interviews were carried out with the madrasah principal and teachers in order to obtain detailed information regarding challenges in the implementation of academic supervision as well as the prevailing culture of instructional administration within the school. Document analysis was conducted to review instructional planning documents and academic supervision reports.

Data analysis was carried out interactively following the stages proposed by Matthew B. Miles and A. Michael Huberman, which include data reduction, data display, and conclusion drawing. To ensure the credibility and trustworthiness of the data, source and technique triangulation were applied (Denzin, 2002). The analysis was conducted based on the four components of the CIPP evaluation model context, input, process, and product to determine the effectiveness of the academic supervision program in improving teachers' compliance with instructional administration.

3. Results and Discussion

3.1 Results

3.1.1 Context Evaluation

The context evaluation aims to assess the alignment between the academic supervision program and the institutional needs of the madrasah. The results of observations indicate that the academic supervision program at MTs X has been designed to ensure teachers' readiness in preparing instructional administrative documents and to enhance the quality of the teaching and learning process. The program is implemented in accordance with the National Education Standards and regulations issued by the Ministry of Religious Affairs. The madrasah principal emphasizes the importance of administrative preparedness as a form of institutional accountability, particularly during supervisory visits from external inspectors. This indicates that, from a normative perspective, the academic supervision program has a strong regulatory and institutional foundation.

However, field findings reveal that the intensity of preparing instructional administrative documents tends to increase as the supervision schedule approaches. Teachers generally complete documents such as the Annual Program, Semester Program, Lesson Plans or Teaching Modules (RPP), and assessment instruments only after receiving notification of an upcoming supervision session. This phenomenon suggests that teachers' administrative compliance is largely externally driven. Such a pattern indicates that compliance remains reactive rather than internally motivated. According to compliance theory (Aisyah Rinjani Harahapa, dkk. 2025), this condition can be categorized as compliance behavior, in which actions are influenced by external demands or pressures rather than by the internalization of professional values. Therefore, although the supervision program is contextually relevant and institutionally supported, the internalization of a sustainable quality culture among teachers has not yet been fully established.

In secondary education institutions, academic supervision constitutes an integral component of the internal quality assurance system aimed at ensuring that the learning process is conducted in accordance with national education standards. In practice, however, supervision often focuses more on fulfilling administrative requirements rather than fostering continuous professional development among teachers. This tendency is reflected in the common practice of teachers preparing instructional documents, such as lesson plans (RPP), only prior to supervision activities or school accreditation processes.

Previous studies indicate that academic supervision that is not implemented continuously tends to reduce instructional administration to a mere formality, with limited impact on improving the quality of teaching and learning processes (Sundulusi, 2018). Ideally, supervision should function as a reflective and collaborative process that supports the development of teachers' pedagogical competencies through continuous professional guidance.

Furthermore, educational quality assurance policies position academic supervision as a crucial component of a school's internal quality control system. Without a shared understanding of supervision as a continuous professional development process, teachers may perceive instructional administration merely as a temporary obligation. Consequently, instructional planning documents are not developed as tools for reflective teaching practice but rather as administrative documents prepared only when required.

3.1.2 Input Evaluation

The madrasah principal and vice principal demonstrate a strong commitment to encouraging teachers to complete instructional administrative documents. They regularly provide guidance and reminders to ensure that teachers fulfill these responsibilities. However, several challenges were identified during the field investigation. First, some teachers tend to prepare instructional administration only shortly before the supervision schedule. Second, the Madrasah Self-Evaluation (EDM) team often encounters difficulties in collecting data in accordance with the specific responsibilities of each division. Third, the documentation system has not been systematically organized.

For instance, when the EDM team requested teaching module documents from a subject teacher, the required data were not always readily available and were sometimes prepared only upon request. This condition indicates the absence of a sustainable and well-organized documentation system. According to Glickman, cited in (Mukni'ah, Imron Fauzi, Choerul Fajar et al., 2016), effective supervision requires strong organizational support and continuous professional development. Without an adequate support system, supervision tends to focus merely on administrative inspection rather than fostering professional improvement among teachers.

The school has organized workshops on the preparation of instructional materials and teaching documents. However, participation in these workshops is typically limited to selected teacher representatives. Teachers who attend the training are expected to disseminate the knowledge gained to other colleagues. While this approach reflects an attempt to promote efficiency in professional development activities, it does not guarantee an equitable distribution of competencies among teachers. Limited training participation may lead to disparities in teachers' abilities to manage instructional administration effectively.

Funding for professional development is available when formal activities such as the Subject Teacher Forum (MGMP) are organized. However, for additional training programs, the initiative often comes from individual teachers. The school generally provides financial support when teachers independently identify relevant training opportunities. Nevertheless, the institution has not yet proactively designed independent training programs based on strategic institutional needs. This situation suggests that human resource development planning has not been fully aligned with the long-term strategic priorities of the institution.

The curriculum has been adjusted in accordance with the recommendations of educational supervisors, including the adoption of a deep learning-based instructional approach. However, in practice, teachers still experience technical difficulties in implementing the curriculum. Furthermore, guidance from external supervisors has not been conducted intensively or continuously, resulting in limited support for teachers in adapting to curricular changes.

From the input perspective, the readiness of human resources and organizational support represents a key factor in determining the effectiveness of academic supervision implementation. The madrasah principal plays a crucial role not only as a supervisor but also as a facilitator of teachers' professional development. However, time constraints frequently limit opportunities for individualized mentoring in the preparation of instructional administration. According to (Sergiovanni & Starratt, 2007), effective educational leadership emphasizes the importance of organizational support in enhancing teachers' professional competencies. Without sufficient training and mentoring support, teachers may experience difficulties in updating instructional documents in response to curriculum changes. This situation is reflected in the continued practice of preparing teaching documents shortly before academic supervision takes place.

In addition to teacher competence, the availability of digital administrative systems is also an important factor in supporting effective academic supervision. The current reliance on manual document storage systems limits the ability to conduct continuous monitoring of instructional administration. The digitalization of instructional administration would allow madrasah leaders to monitor documents regularly without relying solely on formal supervision schedules. Previous studies indicate that supervisors' competencies significantly influence the quality of academic supervision implementation and teachers' performance (Pieter Sahertian, 2010)(Muh, 2017). Supervision accompanied by professional mentoring can enhance teachers' readiness to consistently prepare instructional documents.

However, the heavy administrative workload of school leaders often limits the frequency of supervision activities, resulting in supervision being conducted only on an incidental basis. Recent studies suggest that the digitalization of school administration systems can serve as an effective solution for monitoring instructional documents in a more continuous and systematic manner (Halimah, Najmuddin, & Munawar, 2025).

3.1.3 Process Evaluation

Academic supervision is conducted regularly each semester. The supervision process includes reviewing instructional administrative documents and conducting classroom observations. However, supervision activities are generally announced in advance, allowing teachers sufficient time to prepare the required administrative documents. As a consequence, instructional administration often appears complete during supervision sessions, while the authenticity of teachers' daily instructional practices may not be fully captured. Educational supervisors also conduct monitoring through online platforms. Although this approach is administratively efficient, online monitoring does not fully reflect the actual conditions of classroom practices.

Deming, cited in (Nugroho, Zaman, & Zamhari, 2024), emphasizes that effective quality control must be continuous rather than limited to periodic inspections. Without consistent supervision, the development of a sustainable quality culture becomes difficult to achieve. Furthermore, follow-up actions after supervision have not been systematically implemented in the form of structured coaching programs. From the process perspective, academic supervision includes classroom observation, examination of instructional administration, and the provision of feedback to teachers. Nevertheless, the scheduled nature of supervision often encourages teachers to prepare their teaching activities specifically for observation sessions. As a result, the observed instructional practices may not accurately represent teachers' routine classroom practices.

3.1.4 Product Evaluation

The results of the observations indicate an improvement in the completeness of instructional administrative documents, including lesson plans (RPP), annual programs, semester programs, and assessment instruments. This finding is consistent with the regulations stated in Decree of the Minister of Religious Affairs (KMA) Number 347 of 2022, which requires teachers to prepare annual programs, semester programs, teaching modules or lesson plans, and assessment instruments.

However, these improvements tend to be situational, as teachers often revise or complete administrative documents shortly before the next supervision session. Although data-based monitoring systems are available, their utilization as tools for continuous improvement remains limited. Therefore, the outcomes of academic supervision demonstrate success in achieving formal administrative compliance but have not yet fully contributed to the development of a sustainable professional culture among teachers.

The evaluation of supervision outcomes also indicates that improvements in instructional administrative completeness mainly occur prior to supervision or school accreditation processes. Nevertheless, these changes have not yet led to the establishment of a strong professional culture among teachers, as instructional administration is still frequently perceived as a formal obligation. Previous research suggests that continuous academic supervision can significantly improve both the quality of teaching and teachers' professional competence (Fitrah, 2017). Without consistent follow-up actions after supervision, changes in teachers' professional behavior tend to remain temporary.

3.2 Discussion

3.2.1 Context Evaluation

Academic supervision is implemented as part of institutional efforts to enhance teachers' professionalism. Instructional administration such as teaching materials, lesson planning, and assessment documents constitutes an essential component of a systematic and well-planned learning process. Through academic supervision, the madrasah seeks to ensure that teachers not only carry out teaching activities but also prepare instructional planning in a comprehensive and structured manner. Instructional administration therefore functions not merely as a formal document but also as a practical guideline that supports teachers in conducting effective classroom learning activities. This perspective aligns with (Mulyasa, 2013), who argues that instructional administration forms an integral part of teachers' professional competence, as it supports the planning, implementation, and evaluation of learning in a systematic manner.

Nevertheless, the findings of this study indicate that teachers' compliance in managing instructional administration has not yet reached an optimal level. This condition suggests that some teachers still perceive instructional administration primarily as an administrative requirement rather than as an integral element of the instructional planning process. In fact, instructional administration represents an important component of teachers' professional competence that directly influences the quality of teaching and learning in the classroom (Saifullah, 2019). Consequently, the limited level of compliance observed in this study reflects the need to strengthen teachers' understanding of the strategic role of instructional administration in improving learning quality.

3.2.2 Input Evaluation

From the input perspective, the findings reveal that several factors influencing the low level of compliance in instructional administration are closely related to teachers' motivation and professional competence. Based on the interview results, several teachers reported experiencing difficulties in preparing instructional documents in a complete and systematic manner. These findings suggest that teachers' competencies in instructional planning and documentation still require further development. Professional teacher competence encompasses the mastery of subject matter, effective classroom management, and the ability to design and evaluate learning activities systematically (Mustofa, Farida, & Ferianto, 2023). In addition to competence-related challenges, some teachers also demonstrate limited awareness regarding the importance of managing instructional administration on a continuous basis. This lack of internal awareness is often associated with low intrinsic motivation, which ultimately affects teachers' discipline in completing instructional documents.

Teachers' work motivation plays a significant role in determining the quality of their professional performance. Teachers who possess strong work motivation tend to demonstrate higher levels of responsibility in planning, implementing, and evaluating learning activities (Asep,dkk 2024). Therefore, the low level of compliance with instructional administration observed in this study can be interpreted as an indication that teachers' professional motivation to manage instructional documentation consistently remains insufficient.

3.2.3 Process Evaluation

In practice, academic supervision at the madrasah is implemented through the examination of instructional documents and classroom observations of teaching and learning activities. The madrasah principal, acting as the supervisor, provides feedback and evaluation regarding the completeness of teachers' instructional administration. Continuous academic supervision has the potential to enhance teachers' pedagogical competence, particularly in developing instructional planning documents such as lesson plans (RPP)(Sukasman, 2020).

However, the findings of this study indicate that the supervision process still predominantly focuses on checking the completeness of administrative documents. As a result, some teachers tend to prepare instructional documents only when a supervision session is scheduled. Consequently, the management of instructional administration is not consistently integrated into teachers' daily instructional practices. Ideally, academic supervision should not function solely as an evaluative activity but should also serve as a continuous professional development process aimed at supporting teachers in improving the quality of their teaching practices. When supervision emphasizes professional guidance rather than administrative inspection alone, it can contribute more effectively to sustainable improvements in instructional quality.

3.2.4 Product Evaluation

The implementation of academic supervision has produced positive outcomes in terms of improving the completeness of teachers' instructional administrative documents, particularly during supervision periods. Teachers appear more motivated to complete instructional documents as part of their preparation for supervision activities. However, these improvements tend to be temporary and have not yet resulted in sustained behavioral changes in the management of instructional administration.

Based on the findings and analysis of this study, several improvements are necessary to enhance the effectiveness of academic supervision in strengthening teachers' compliance with instructional administration. One possible strategy is the implementation of a reward and punishment system to reinforce teachers' discipline in managing instructional documentation. Providing recognition or rewards to teachers who consistently maintain complete instructional administration may motivate other teachers to improve their discipline. Conversely, applying sanctions or formal warnings to teachers who fail to meet administrative obligations may serve as a form of program control within the supervision system.

In addition, madrasahs can utilize technological innovations through the development of digital-based instructional administration systems. Such systems can facilitate more effective and transparent monitoring of teachers' administrative completeness. Through digital platforms, teachers can be required to upload instructional documents regularly according to predetermined schedules. If administrative requirements are not fulfilled within the specified timeframe, the system could automatically restrict certain access until the obligations are completed. The use of technology-based information systems can support educational institutions in managing academic data in a more systematic, transparent, and accessible manner (Warnars, Leslie, & Anwar, 2008). With a more structured and integrated system, the management of instructional administration is expected to become more disciplined and sustainable.

Furthermore, efforts to improve teachers' motivation can be strengthened through professional development-oriented academic supervision. Madrasah principals may adopt a coaching supervision approach that emphasizes reflective dialogue between supervisors and teachers in order to improve instructional practices (Hani, 2025). In addition, the provision of professional recognition and incentives for teachers who consistently maintain complete instructional documentation can serve as a stimulus to enhance teachers' work motivation (Ikrom, 2014). The development of digital administrative systems can also support teachers' discipline in managing instructional documents continuously, as monitoring processes can be conducted in a more transparent and systematic manner (Himam, 2025).

Therefore, academic supervision should not merely function as an evaluation mechanism for teacher performance but also as a professional development instrument that encourages teachers to take greater responsibility for managing instructional administration consistently and sustainably.

4. Conclusion

Based on the evaluation of the academic supervision program in secondary education institutions using the Context, Input, Process, and Product (CIPP) model, it can be concluded that the implementation of academic supervision has become an integral part of the school's internal quality assurance system. However, its implementation has not yet operated optimally in a sustainable manner. From the context dimension, academic supervision still tends to focus on fulfilling administrative requirements prior to formal supervision activities or school accreditation. Consequently, learning administration documents, such as lesson plans (RPP), are often prepared incidentally rather than systematically as part of a continuous instructional planning process. From the input dimension, limitations in supervisory competence as well as the heavy administrative workload of school principals affect the effectiveness of teacher guidance and supervision. These constraints reduce the capacity of school leaders to conduct academic supervision in a comprehensive and developmental manner. From the process dimension, supervision practices that primarily emphasize administrative inspection have not been able to fully capture authentic teaching and learning practices in the classroom. As a result, supervision tends to function more as a compliance mechanism rather than as a professional development process for teachers. From the product dimension, although there has been an improvement in the completeness of instructional administrative documents, this improvement has not been fully accompanied by the development of a sustainable professional culture among teachers. Therefore, madrasahs need to develop a model of academic supervision that is more

oriented toward professional development and the enhancement of teacher motivation. This can be achieved through several strategies, including the implementation of coaching-based supervision approaches, the provision of rewards for teachers who consistently manage instructional administration, and the development of digital-based administrative systems. These strategies are expected to encourage the formation of a stronger professional culture among teachers in planning instruction in a more disciplined and sustainable manner.

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