



Academic Supervision Practices in Strengthening Teacher Professional Competence: Evidence from a Pesantren-Based Madrasah

Fadlillah Fadlillah ¹, Zainullah Zainullah ^{2*}

¹ Al-Falah Assunniah University, East Java, Indonesia

² Institut Agama Islam Madura, East Java, Indonesia

¹ Corresponding Author: zainulkarim@gmail.com

Abstract : Professionalism of teachers is often associated with several important factors, namely teacher competence, teacher certification, and teacher professional allowances. These three factors are believed to be closely related to the advancement or decline of the quality of education in Indonesia. Therefore, the issue of teacher's professional competence needs to receive special attention or serious consideration from the school principal as the teacher's mentor. This research was conducted at madrasa based on pesantren with the aim of analyzing the implementation of academic supervision by the school principal in enhancing teacher's professional competence. The research focuses on implementation of Academic Supervision by the school principal in enhancing teacher's professional competence. This research employs a qualitative approach with a case study design. Data collection techniques include interviews, observations, and documentation. The research subjects are the school principal, vice principal, and teachers. Data analysis involves data reduction, data presentation/display, and drawing conclusions. Data validity is ensured through data triangulation. The research findings show that the implementation of Academic Supervision by the school principal in enhancing teacher's professional competence at madrasa based on pesantren includes individual techniques (observation, classroom visits, individual meetings, direct and indirect approaches) and group techniques (routine meetings, group discussions, and demonstrations, workshops).

Keywords : Academic Supervision; Quality Management; Professional Competence.

Article History : Received: June 2022 Revised: September 2022 Accepted: December 2022

Copyright © 2022 Journal of Research in Educational Management, All Rights Reserved



This is an open access article distributed under the terms of the Creative Commons Attribution-Share Alike 4.0 License License

INTRODUCTION

Education is one of the important indicators to enhance the quality of individuals. In this regard, educational management contributes by organizing individuals involved in the field of education to collaborate and improve the quality of education. The success of education implementation greatly depends on the school principal's ability to manage all available resources in the school. As stated by E. Mulyasa, the school principal plays a crucial role in improving the quality of education (E Mulyasa, n.d.). From this opinion, it is evident that the success of a school relies on the school principal's ability to carry out their tasks. The main task of the school principal as a school leader is to create a conducive learning environment so that teachers and students can conduct teaching and learning activities effectively within the school (Mundiri, 2016).

In general, the duties and roles of the school principal encompass five dimensions. In the Minister of National Education Regulation Number 13 of 2007 concerning Principal/Madrasah Standards, it is emphasized that a school principal/madrasah must possess personality, managerial, entrepreneurial, supervisory, and social competencies (Mundiri & Manshur, 2020). All of these competencies are essential for a school principal to achieve quality learning and attain a high standard of education in the school. The school principal is a central component of the school, responsible for gathering, manifesting, and optimally mobilizing all potential and resources available within the school to achieve the established goals.

One of the competencies that a school principal must possess is supervisory competence (Glickman et al., 2017). Supervisory competence includes planning academic supervision programs to improve teacher professionalism, conducting academic supervision for teachers using appropriate approaches and techniques, and following up on the results of academic supervision to enhance teacher professionalism. In carrying out these functions, the school principal has a dual responsibility, which is to manage school administration to create a conducive learning environment and to conduct supervision to enhance teacher competence and professionalism (Amalia & Saraswati, 2018). The reality of teacher professionalism in the teaching process is still diverse. According to Sulipan, issues related to teacher conditions include variations in teachers' abilities in the teaching process and knowledge mastery. Teachers have not been able to demonstrate professional performance, indicating that their performance is not fully supported by adequate competencies or abilities, resulting in low professional performance in lesson planning, implementation, and evaluation (Andriani et al., 2018). Often, teachers lack preparation and understanding in lesson planning. This was evidenced in the research by Slamet Mulyana entitled "The Impact of Lesson Study Education and Training on Teachers." The research results showed that teachers' ability to prepare lesson plans was low. Therefore, guidance and training through supervision are needed to enhance teachers' skills in lesson planning (Andriani et al., 2018).

In the effort to improve the quality of educational resources, teachers are a component of human resources that must be nurtured and continuously developed. The professionalization of teachers is carried out through pre-service education programs and in-

service programs (Mulenga & Marbàn, 2020). The potential of teacher resources needs to continuously grow and develop to perform their functions optimally. Teachers play a crucial role in the success of education at the institutional and experiential levels, thus efforts to improve the quality of education should start from the aspect of teachers. Professional teachers are not only required to master their field of knowledge, teaching materials, and teaching methods, motivate students, have high skills, and broad insights into the world of education, but they also need to have a deep understanding of the essence of humanity and society (Huda et al., 2020). These essences will underpin the teacher's mindset and culture, as well as loyalty to the teaching profession.

Jamal Asmani, in his book, concludes that a professional teacher is one who possesses intellectual intelligence, moral intelligence, emotional intelligence, and motoric intelligence. Thus, teaching, in principle, involves guiding students in the teaching and learning process or can be understood as an effort to organize the learning environment in relation to students and teaching materials that stimulate the learning process. According to Agustinus, teachers should master the competencies that play a crucial role in improving the quality of education and teacher professionalism to provide assurance for the well-being of the general public (Baharun et al., 2021). It is a way to improve the image of the teaching profession, which has been considered low by some parts of society, and it allows for self-improvement and development to provide the best possible service and maximize one's competence. Therefore, teacher professionalism plays a significant role in efforts to enhance the quality of education because teachers are essential components in the teaching and learning process.

METHOD

The approach used in this research is a qualitative approach. This qualitative study is used to understand phenomena and the object of research holistically. According to Stake in John W. Creswell, research using a case study is a research strategy where the researcher carefully investigates a program, event, activity, process, or a group of individuals (Creswell, 2011). Cases are limited by time and activity, and the researcher collects comprehensive information using various data collection procedures based on predetermined time. The researcher in this research acts as both the instrument and data collector. The supporting instruments for this research are interview guidelines, observation guidelines, and documentation. This research is a field study that uses a qualitative approach with a case study research design. Consistent with the qualitative approach used, the instrument used to collect data is the researcher himself, acting as the "Key Instrument" or primary research tool. The researcher's status is that of a full observer and is known to the subjects or informants. The supporting instruments for this research are interview guidelines, observation guidelines, and documentation. From the collected data, the researcher then reduces or selects the relevant information that aligns with the focus of the researched problem, then displays it in the form of brief descriptions, charts, graphs, and the final step is data verification or drawing conclusions.

As for the data sources in the research, they are the subjects from which the data can be obtained. If the researcher uses interviews in data collection, the data source is called an informant; if observation techniques are used, the data source can be objects; and if documentation is used, documents or records become the data source. In completing the required data during the research, both primary and secondary data, efforts are made to collect data in the field. The data collection techniques attempted in this research are observation, interviews, and documentation. Once the data is collected for analysis in this research, the data obtained in any form during the research will be organized into a conceptual framework that will form the basis for analysis. Data obtained from interviews, field notes, and other materials will have meaning after being analyzed and interpreted using relevant methods of data analysis and interpretation to meet the research needs. In relation to this research, the researcher uses the Miles and Huberman model of analysis, which involves three activities in analyzing qualitative data: data reduction, data display, and conclusion drawing/verification.

RESULT AND DISCUSSION

To assess the extent to which teachers can carry out teaching activities, the school principal needs to conduct periodic supervision activities, which can be done through classroom visits to directly observe the teaching process, especially in terms of method selection, media usage, and student engagement in the learning process. Through the results of this supervision, the strengths and weaknesses of teachers in conducting teaching activities, the level of competence of the respective teachers, can be identified, and then specific solutions, guidance, and follow-up actions can be provided to help teachers improve their weaknesses and maintain their strengths in teaching. According to Glickman, the implementation of academic supervision is an effort to realize what has been planned. It involves considering the supervisory techniques used (Glickman, 1981). This can be aided by preparing supervision instruments and using appropriate supervisory techniques.

To conduct academic supervision effectively, conceptual, interpersonal, and technical skills are required. Therefore, the school principal must understand various supervisory techniques, such as individual and group techniques as below;

1. Individual Technique

The individual technique involves supervising one teacher at a time. The individual technique can use classroom visits, classroom observation, and personal conversations. Classroom visits involves observing the teaching process carefully in the classroom (Stiggins, 1994). The purpose of classroom visits is to assess the teacher's competency during the teaching process. During these visits, the supervisor can identify the strengths and weaknesses of the teacher in performing their teaching duties. Prior to the classroom visit, the school principal/supervisor calls the teacher to be visited and discusses the purpose of the visit, expressing aspects that can be improved and enhancing the teacher's abilities. The visit is conducted using assessment instruments, and the time for the visit is

determined (Mahmudah, 2000). The school principal or supervisor observes the teacher's teaching methods in the classroom.

Through classroom visits, the supervisor can observe the actual learning situation. There are two types of classroom observations: direct and indirect observations. The purpose of classroom observation is to obtain as objective data as possible to analyze the difficulties faced by teachers in improving the learning process (Epstein, 2002). For the teacher, the analyzed data can help improve their teaching methods, while for the students, it can positively impact their learning progress. Personal conversations between the supervisor and the teacher involve both parties trying to meet with good intentions for teaching improvement. During observations, the researcher observed the school principal having dialogues with supervised teachers to discuss weaknesses in their teaching methods and find solutions to the issues they face. Individual meetings are held before or after classroom visits, with the aim of developing better learning tools, improving teacher skills, and addressing any weaknesses or deficiencies. Teachers who have not reached the standard are usually called for specific guidance and mentoring (Amalia & Saraswati, 2018). The school principal provides guidance to teachers facing problems or difficulties in the teaching process, and the follow-up actions continue until a solution is found.

2. Group Technique

Teacher meetings are one of the group supervisory techniques conducted by the school principal/supervisor to discuss issues related to the teaching process and improve teacher professionalism. There are various types of teacher meetings based on their nature, type of activities, objectives, number of participants, and other factors. Teacher meetings can produce good results if planned well, executed as planned, and followed up according to the agreements reached during the meeting. The other technique of group technique is group study among teachers is a activity conducted by subject teachers, also known as "subject teacher meetings (MGMP)". This activity is controlled by the school principal as the supervisor to ensure consistency in achieving the goal of improving teaching quality.

Group discussions can be held by forming subject-specific teacher groups. During discussions, the school principal/supervisor provides guidance, direction, advice, and suggestions as needed (Makovec, 2018). Discussions are held when the supervision is conducted by the head of the team or senior teacher. In group discussions, the teachers get to know, understand, and deepen certain issues together, thus jointly seeking alternative solutions to the problems. The supervisor or team leader as the discussion leader needs to ensure the active participation of all members during the discussion, create a pleasant and easily understandable atmosphere, and relate the discussions to teaching improvements, while recognizing the role of each member. Workshop is being another choice of supervision technique. A workshop is a group activity where teachers work together to solve a particular problem through conversation. It needs to be focused on "life-centered" issues that arise from the teachers themselves. Workshops for teachers are often organized by the Training Center. When organizing a workshop, the Training Center invites subject teachers from

either high schools or madrasah aliyah, based on their subject areas. Almost all teachers have participated in workshops.

Academic supervision is essentially a human-to-human relationship. Academic supervision is an interaction between the school principal and teachers (Glickman, 1981). The relationship between the two can be established if there is a desire to respect and value each other. The school principal, with all their authority, should not act arbitrarily towards the entire school community, including teachers. The school principal is obliged to maintain good relationships among all members of the school community.

The pattern of a good relationship between the school principal and teachers is one of the key factors for the successful implementation of academic supervision (Kinoshita, 2007). Teachers are not afraid of being supervised because they understand that academic supervision is one of the duties of a school principal that must be carried out. Teachers also understand that academic supervision by the school principal is intended to help them improve their teaching abilities in the classroom. Therefore, the school principal must maintain this pattern of relationship forever. Academic supervision, as a planned, regular, and continuous activity, requires a conducive atmosphere at every stage (Mackinnon, 2004). An atmosphere where each teacher feels comfortable without feeling blamed or judged by the school principal. For this reason, a creative way of thinking and behaving is needed so that teachers do not feel patronized. Hence, the implementation of academic supervision must be based on the right principles. If these principles are consistently upheld by the school principal, then the teachers will be pleased to see and accept that there are weaknesses that need to be addressed in carrying out their duties.

Good and harmonious communication in the school can support the achievement of the goals and benefits of academic supervision. Some of these benefits include instilling and encouraging the teachers' enthusiasm to carry out their duties to the best of their abilities. Furthermore, teachers will also strive to overcome any shortcomings in the educational process, including acquiring the necessary teaching materials for the smooth conduct of teaching and learning at the school. Based on the above description, it can be concluded that a good relationship pattern between the school principal and teachers will have a significant impact on the success of the academic supervision program (Mackinnon, 2004).

Efforts to improve teacher competence have always been a concern for education providers. Not only the government, stakeholders, foundations, committees, communities, and various other parties, including the school principals, are involved in these efforts. School principals have tasks and functions, including conducting internal school supervision. The implementation of planned, executed, and evaluated programs will be more optimal with feedback and follow-up. The follow-up stage of supervision is carried out through coaching and strengthening for the concerned teachers. The follow-up will be adjusted based on the findings in the field during the supervision process. According to Johari Windows, follow-up in academic supervision is essential as teachers need guidance and assistance from supervisors to address various behavioral issues (Setyaningsih & Suchyadi, 2021).

Teachers' abilities and skills vary, and according to the concept of Johari Windows, understanding teachers' characteristics involves developing their competencies through coaching and reinforcing instruments.

The follow-up from the analysis results involves utilizing the supervision findings. Additionally, another step taken in the follow-up activities is to develop the next supervisory program. The final stage in academic supervision is the follow-up. This follow-up holds a crucial position in the academic supervision process. After supervisors identify the shortcomings and weaknesses in a teacher's classroom teaching, they create a follow-up plan to make a tangible impact on improving teachers' professional competence. The follow-up mentioned can take the form of individual or group coaching, both directly and indirectly, depending on the issues faced by the teachers. First, direct coaching: this coaching is carried out for specific matters that require immediate improvement based on the supervision analysis. Second, indirect coaching: this coaching is conducted for general matters that need improvement and attention after obtaining the supervision analysis results. In addition to direct and indirect coaching, the school principal can also provide coaching by recommending teachers to participate in training or workshops, such as suggesting that teachers actively engage in MGMP (Subject Teacher Working Group), Teacher Working Groups, and educational seminars that can upgrade their knowledge, develop teaching creativity, and enhance their professional competence (Notanubun, 2019). These recommendations are not only meaningful for the teachers but also for the educational institution to improve its performance.

The next follow-up involves reinforcing the supervisory instruments. Activities to reinforce the academic supervision instruments can be done through group discussions between supervisors and teachers. Through this collaborative study, better instruments can be obtained by adding or reducing components or aspects of the instrument, improving its descriptions, or refining the instrument's format. In reinforcing the supervision instruments, they are categorized as follows; 1) Teaching preparation instruments for teachers, including: annual programs, semester programs, syllabi, lesson plans (RPP), implementation of the teaching process, assessment of learning outcomes, and monitoring of the teaching process; 2) Teaching supervision instruments, observation sheets, and observation supplements (teaching skills, subject characteristics, clinical approaches, etc.); 3) Duplication of instruments and information to subject teachers or employees for non-academic instruments.

Based on the analysis and evaluation of the results, and continuing efforts to improve with follow-up actions tailored to the needs of the teachers, the principal Madrasa based on Pesantren provides reinforcement and appreciation to the teachers who have met the standards, as this is crucial for improving the performance and professionalism of the teachers, to keep them motivated to continually upgrade themselves. Additionally, constructive reprimands are given to teachers who have not met the standards. Reprimands can be conveyed orally or in writing. The essence of a constructive reprimand is to encourage

positive change without making the recipient feel demeaned or offended. The school principal also develops supervision to achieve the programs set by the foundation for teacher development. Additionally, the principal directs teachers to create multimedia-based lesson plans by developing materials through internet downloads, extensive reading, assigning teachers to be active in MGMP (Subject Teacher Working Group), and encouraging teachers to participate in training and educational seminars to enhance the quality of their teaching.

Based on the findings in the field, it can be concluded that the principal of madrasa based on pesantren has indeed prepared the academic supervision program well to enhance the competence of teachers, specifically their professional competence. This is achieved through various coaching, guidance, and assistance provided to teachers to develop their abilities in managing the teaching and learning process, thus enhancing their professionalism. The activities carried out by the school principal in designing the above program are part of the academic supervision process. This aligns with Glickman's perspective that academic supervision is "a series of activities to assist teachers in developing their ability to manage the teaching and learning process to achieve learning goals." According to Glickman, as quoted by the Ministry of National Education, there are three conceptual purposes of academic supervision.

Asmani stated that academic supervision not only focuses on the teaching and learning process but also extends to the curriculum, research, teacher working groups, and other aspects. Academic supervision must directly influence and develop teachers' behavior in managing the teaching and learning process (Diana, n.d.). This is the essential characteristic of academic supervision. Syaiful Sagala also formulated that academic supervision is the assistance and service provided to teachers to encourage continuous learning, improve the quality of teaching, foster teacher creativity, and collectively work towards educational goals.

Based on the above explanations, we can conclude that academic supervision is an effort by the school principal to develop educational goals, particularly through specific guidance provided to teachers to enhance their professionalism in carrying out instructional tasks. The aim is to improve the teaching and learning process through continuous coordination and guidance as part of enhancing the quality of education. Formulating the objectives of educational supervision, according to Amatembun, must take into account several factors, such as genuinely focusing on activities that can truly help improve the teacher's performance in carrying out their main task of teaching. When the quality of teachers' and staff's performance improves, as well as the quality of the teaching, it is expected that students' learning achievements will also increase.

According to Glickman, the general purpose of academic supervision is to assist teachers in developing their abilities to achieve the planned learning goals for their students. Additionally, Glickman, as mentioned in Lantip's work, emphasizes that academic supervision has specific objectives, including; 1) Professional development; 2) Quality control; and 3) Motivation enhancement (Glickman, 1981). Considering the opinions of several experts, we can

conclude that the purpose of academic supervision is to help teachers develop their capabilities to achieve the learning objectives set for their students. It also aims to assist in addressing learning and personal and social development issues. In other words, academic supervision aims to assist and facilitate teachers in learning how to enhance their abilities to achieve the students' learning objectives. The purpose of academic supervision is to enhance the professional and technical capabilities of teachers and other school personnel to ensure a higher quality education process at the school (Vehviläinen, 2009). It emphasizes that this supervision is based on cooperation, participation, and collaboration, not coercion and compliance. Therefore, it encourages awareness, initiative, and creativity among the school personnel.

Academic supervision aims not only to improve the quality of teacher instruction but also to foster the professional growth of teachers in a broader sense (Prasetyono et al., 2018). This includes providing facilities that support the smooth learning-teaching process, enhancing teachers' knowledge and skills, providing guidance in curriculum implementation, teaching methods, instructional materials, procedures, and techniques, among others. From the above exposition, the ultimate goal of academic supervision is to enable teachers to facilitate their students' learning by creating a better learning environment. Furthermore, it can be said that academic supervision also aims to help enhance the professional growth of teachers and school principals, and improve their performance. With effective academic supervision, teachers will undoubtedly feel assisted in resolving any challenges they encounter.

CONCLUSION

Based on the analysis of the findings regarding the implementation of academic supervision by the school principal to enhance the professional competence of teachers at madrasa based on pesantren, it can be concluded that the implementation of Academic Supervision by the school principal to enhance the professional competence of teachers at madrasa based on pesantren is done using both individual and group techniques; 1) Realizing the planning program by analyzing the results of last year's supervision, developing a program at the beginning of the academic year, and socializing the program; 2) The implementation of academic supervision at madrasa based on pesantren uses both individual and group techniques.

This research finding shows a difference from the theory proposed by Stoner, which states that the implementation of academic supervision is an effort to realize what has been planned, considering the supervisory techniques used. Based on the above opinion, the planning involves the following steps: (1) Realizing the program by conducting academic supervision at the beginning of the new academic year, (2) using individual and group techniques. Thus, this research presents a significant difference compared to Stoner's theory. The research findings show alignment and significant differences. The research found that one crucial step in implementing academic supervision by the school principal is to establish good relationships with teachers, staff, and all school components. Maintaining good relationships

with teachers, staff, and all school components will facilitate their involvement in the program's development and take responsibility for its implementation, ensuring the realization of all planned programs and smooth operation. The positive relationship between the school principal and teachers is one of the key factors for the success of academic supervision. Teachers also understand that academic supervision by the school principal is meant to help them improve their capabilities in teaching activities. Therefore, all parties involved in academic supervision should adhere to the concept of academic supervision, which is to assist and guide teachers in developing their potentials to achieve the learning objectives. Consequently, it will facilitate the school principal's efforts to enhance teachers' professional competence.

ACKNOWLEDGMENT

The authors gratefully acknowledge the support and cooperation of the school principal, vice principals, and teachers who participated in this study. Appreciation is also extended to all parties who provided valuable assistance and insights throughout the research process

BIBLIOGRAPHY

- Amalia, L., & Saraswati, T. (2018). The Impact of Competencies Toward Teacher's Performance Moderated By the Certification in Indonesia. *KnE Social Sciences*, 3(10). <https://doi.org/10.18502/kss.v3i10.3363>
- Andriani, S. D., Asriati, N., & Syahrudin, H. (2018). The influence of professional competence and self-efficacy teachers' on student achievement in economic learning. *International Journal of Academic Research and Development*, 3(3), 282–285.
- Baharun, H., Hefniy, H., Silviani, S., Maarif, M. A., & Wibowo, A. (2021). Knowledge Sharing Management: Strategy For Improving The Quality of Human Resources. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 5(1), 129–139. <https://doi.org/10.33650/al-tanzim.v5i1.1831>
- Creswell, J. (2011). *Research Design; Qualitative and Quantitative Approaches*. SAGE Publications.
- Diana, E. (n.d.). Urgensi In House Training dalam Meningkatkan Kompetensi Pedagogik Guru di Masa Pandemi Covid-19. *Jurnal Basicedu*.
- E Mulyasa. (n.d.). *Menjadi Guru Profesional Menciptakan Pembelajaran Kreatif dan Menyenangkan* (2009th ed.). Remaja Rosdakarya.
- Epstein, R. M. (2002). Defining and Assessing Professional Competence. *JAMA*, 287(2), 226. <https://doi.org/10.1001/jama.287.2.226>
- Glickman, C. D. (1981). *Development Supervision: Alternative Practice for Helping Teacher Improve Instruction*. Association for Supervision and Curriculum Development.
- Glickman, C. D., Gordon, S. P., & Ross-Gordon, J. M. (2017). *Supervision and Instructional Leadership*. Pearson.

- Huda, H., Soeod, R., & Sjamsir, H. (2020). The Effect of Professional Competence on the Work Effectiveness of State Vocational School Teachers in Samarinda-East Kalimantan Huda. *Journal of Research in Humanities and Social Science*, 8(8), 24–29.
- Kinoshita, K. (2007). *Critical Inquiry, Instructional Leadership and Closing the Achievement Gap: Principal Learning in a University-School District Professional Development Program*. University of Washington.
- Mackinnon, J. (2004). Academic Supervision: Seeking metaphors and models for quality. *Journal of Further and Higher Education*, 28(4), 395–405. <https://doi.org/10.1080/0309877042000298876>
- Mahmudah, S. (2000). *Penerapan Penilaian Kinerja Siswa (Performance Assessment) pada Pembelajaran Sub Konsep Jaringan Hewan*. UPI.
- Makovec, D. (2018). The teacher's role and professional development. *International Journal of Cognitive Research in Science Engineering and Education*, 6(2), 33–45. <https://doi.org/10.5937/ijcrsee1802033M>
- Mulenga, E. M., & Marbàn, J. M. (2020). Social media usage among pre-service secondary mathematics teachers in Zambia. *JRAMathEdu (Journal of Research and Advances in Mathematics Education)*, 5(2), 130–147. <https://doi.org/10.23917/jramathedu.v5i2.9920>
- Mundiri, A. (2016). The Leadership of Headmaster In Building A Work Culture Based On Pesantren. *Improving The Quality of Education and Training Through Stengthening Networking*, 1–7.
- Mundiri, A., & Manshur, U. (2020). School Principals' Self-Identity According to The Perspective of Transpersonal Psychology. *Al-Tahrir: Jurnal Pemikiran Islam*, 20(1), 75–95. <https://doi.org/10.21154/altahrir.v20i1.2005>
- Notanubun, Z. (2019). Pengembangan Kompetensi Profesionalisme Guru di Era Digital (Abad 21). *Jurnal Bimbingan Dan Konseling Terapan*, 3(2), 54–64.
- Prasetyono, H., Abdillah, A., & Fitria, D. (2018). Academic Supervision toward Teacher's Performance through Motivation as Intervening Variable. *Journal of Education and Learning (EduLearn)*, 12(2), 188–197. <https://doi.org/10.11591/edulearn.v12i2.7324>
- Setyaningsih, S., & Suchyadi, Y. (2021). Implementation of Principal Academic Supervision to Improve Teacher Performance in North Bogor. *JHSS (Journal of Humanities and Social Studies)*, 5(2), 179–183. <https://doi.org/10.33751/jhss.v5i2.3909>
- Stiggins, R. J. (1994). *Student-Centered Classroom Assessmen*. Macmillan Publishing Company.
- Vehviläinen, S. (2009). Problems in the Research Problem: Critical Feedback and Resistance in Academic Supervision. *Scandinavian Journal of Educational Research*, 53(2), 185–201. <https://doi.org/10.1080/00313830902757592>