



ANALYSIS OF SUPERVISORS' PERFORMANCE IN APPLYING THEIR MAIN RESPONSIBILITIES AND FUNCTIONS IN ELEMENTARY SCHOOLS

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ANALISIS KINERJA PENGAWAS DALAM MENJALANKAN TUGAS UTAMA DAN FUNGSI DI SEKOLAH DASAR

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ABSTRACT

Abstract: This paper reports the performance of supervisors in terms of their main duties, functions, and roles in elementary schools. The research uses a qualitative approach. Data were collected through interviews, observation, and documentation. The research location was at Cluster VII, Kopang sub-district in Central Lombok. Informants in the research involved school supervisors, school principals, teachers, operators, and the Educational Government Office. The results of the research indicate the performance of supervisors is seen from the main tasks of supervisors in elementary school at Cluster VII Kopang that is carried out through several stages of activities. They are compiling and implementing a supervisory program, evaluating the results of program implementation, and conducting professional guidance and training for teachers and or school principals. The role of supervisors seen from their performance is to monitor learning planning and conduct coaching and training for teachers and school principals. The main duty of supervisors based on factors that have an impact on their performance is to supervise, either academically or managerially. The role of supervisors based on factors that have an impact on their performance is that there are supporting and inhibiting factors in applying their role as school supervisors. Supporting factors look like a good response from principals, teachers, and other staff in the school. While the inhibiting factor is that there are still teachers who are afraid to get a supervisor's supervision because of the lack of preparation for learning administration they have.

Keywords: supervisor performance, main responsibilities, elementary school

Abstrak: Tulisan ini melaporkan kinerja pengawas ditinjau dari tugas pokok, fungsinya, dan perannya di sekolah dasar. Penelitian menggunakan pendekatan kualitatif. Pengumpulan data dilakukan melalui wawancara, observasi dan dokumentasi. Lokasi penelitian di gugus VII kecamatan Kopang Kabupaten Lombok Tengah. Informan dalam penelitian melibatkan pengawas sekolah, kepala sekolah, guru, operator, dan dinas pendidikan. Hasil penelitian menunjukkan kinerja pengawas dilihat dari tugas pokok pengawas di sekolah dasar gugus VII Kecamatan Kopang dilaksanakan melalui beberapa tahap kegiatan yaitu menyusun dan melaksanakan program pengawasan, melakukan evaluasi hasil pelaksanaan program, serta melakukan bimbingan dan pelatihan profesional guru dan atau kepala sekolah. Peran pengawas ditilik dari kinerjanya adalah melakukan monitoring terhadap perencanaan pembelajaran dan melakukan pembinaan dan pelatihan terhadap guru dan kepala sekolah. Tugas pokok pengawas berdasarkan faktor yang berdampak terhadap kinerjanya adalah melakukan pengawasan baik akademik maupun manajerial. Peran pengawas berdasarkan faktor yang berdampak terhadap kinerjanya adalah terdapat faktor pendukung dan penghambat dalam melaksanakan peran sebagai pengawas sekolah. Faktor pendukung seperti respon baik dari kepala sekolah, guru, dan staf lainnya di sekolah. Sedangkan faktor penghambatnya adalah masih ada guru yang takut mendapatkan supervisi pengawas karena kurang siapnya administrasi pembelajaran.

Kata Kunci: kinerja pengawas, tugas pokok, sekolah dasar

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INTRODUCTION

School supervisors are components in the education system that must be responsible for improving the quality of education because the success of providing quality education is closely related to the success of increasing the competence and professionalism of educators and education personnel without denying other factors such as infrastructure and financing. The role of supervisors in the education system is very important and vital. School supervisors are an important subsystem of the entire national education system that has a strong role in the process of improving the quality of education (Syamsu, 2018). School supervisors are part of the education staff whose position plays a significant and strategic role in improving teacher professionalism and the quality of education in schools. Improving the quality of education on the one hand is the responsibility of school supervisors after teachers and principals.

Education unit supervisors are the domain of Human Resources (HR) in school institutions that cannot be separated from the collection of organizations, communities, and citizens of the Republic of Indonesia. Behavior, character, and actions are always based on a mindset that is carried out with the principle of fostering (building) and programmed so that creativity and innovation can present works following the expectations aspired to in the vision and mission of supervision. School supervisors realize that in carrying out their activities more or less face various problems (Slameto, 2016). The problems faced need to think about solutions and ways to solve them. This is important to build a quality culture that is full of competition in the era of the 21st-century industrial revolution and digital learning 4.0, where the duties and roles of supervisors are very complex. The increasingly frontal competition in a global society requires all elements from students, teachers, principals, and supervisors as well as other apparatuses to

be more competent to balance the conditions of modern society today, with the phenomenon of life and learning activities that are all digitalized (Asrin et al., 2021). This competition needs to be anticipated through the formation of a future community consisting of quality human resources (HR), namely individuals who are independent, willing, and able to realize the ideals of their nation.

Supervision carried out by school supervisors needs to be improved and strengthened with regulations that take sides so that in carrying out their supervisory functions they run professionally (Aimang, 2018). The reality on the ground still shows that the main tasks and functions of supervisors are still in conflict with policies that have not taken sides, for example in evaluating the performance of school principals the results have not been fully utilized by policymakers. "A school supervisor in this case a supervisor is one of the main components in the education system where without his role the education system will not work effectively. The main task of the supervisor of the school/education unit is to carry out assessment and guidance by carrying out supervisory functions, both academic supervision, and managerial supervision.

The role of school supervisors is very important in improving the quality of education in their target schools (Rahmah, 2018). Consequently, being a supervisor requires a person who is tenacious, hardworking, responsible, willing, and able to make changes to the schools he fosters, especially "conducting coaching for teachers, performance appraisals, mentoring and professional teacher training. In addition, it carries out managerial supervision, such as coaching school principals, and evaluating school principals' performance. School supervisors must have more value than teachers and principals in terms of qualifications, abilities, competencies, finances, and other dimensions so that their school attendance is coveted by school

stakeholders (Kaiman et al., 2020). On the part of school supervisors themselves are now increasingly faced with challenges and demands for the quality of education that the community wants. The rapid demands of increasing competence and professional development, in general, should be responded to by school supervisors properly.

School supervisors in carrying out their main tasks need to ensure that the competency dimension in educational evaluation is also very important to be carried out in line with these main tasks. School supervisors have a very strategic role in the successful realization of quality learning management in schools, as well as in assessing the performance of school principals and teachers in improving the quality of education (Mohamad Muspawi, 2019). Learning/guidance for each field of development or subject begins with the ability to determine the criteria and indicators of success in learning and education in the form of a grid of instruments up to the development of instruments and the use of these instruments to make the main task a success. The explanation above emphasizes that the quality of education can be improved through the duties and roles of supervisors as the dominant factor for educational success (Sanoto et al., 2022). Therefore, it is necessary to research to determine the performance of supervisors in terms of their main duties and functions.

THEORETICAL SUPPORT

Understanding Performance

Performance can be interpreted as work performance or actual achievement achieved by someone. The next definition of performance is that the tasks given to someone can achieve work results according to the burden and obligations of both quality and quantity (Nursam, 2017). Performance is also called performance, work performance or the results of work implementation. Performance is the level at which employees complete work in accordance with predetermined conditions. Performance is also a comparison between work results with certain standards or

measures, such as targets, goals, or criteria that have been determined and mutually agreed upon. Performance is the result of someone's work that meets the work standards and requirements that have been determined. Performance is the achievement of a person's work achievement on the task assigned to him (Fauzi & Nugroho, 2020). Performance problems in organizations can be caused by several factors including: knowledge and skills, environment, resources, and motivation.

By definition, performance management is defined as a process to create a common understanding of what must be achieved and how it must be achieved, and how to manage people in a way that increases the likelihood of achieving organizational goals (Ismail, 2010). The performance management process includes several stages of the process, namely the setting of strategies and targets, organizational restrictions, targeting, training and providing direction, evaluation of performance, training and skills, remuneration based on performance, training and development. The indispensable performance evaluation is not like the unit components of the elements described above, but is an accumulation of all elements. Starting from the description, it can be stated that, performance is work performance produced by individuals in a unified work group based on their respective burdens and obligations.

School Supervisor

Supervisors are people who provide guidance in schools so that teaching and learning situations can be improved for the better. Someone who plays a role in carrying out monitoring obligations in schools is called a supervisor (Muhammad & Udin, 2015). Obligation to monitor implies a series that is planned and implemented to find out whether there are deviations in the implementation of the plan so that remedial efforts are immediately carried out so that it can ensure that the activities carried out are real and in accordance with the initial objectives (Tengko et al., 2021). School supervisors are functional officials who are located as executor of technical tasks at a number of targeted schools

that have been established in order to carry out educational monitoring obligations. Obligation to monitor can be interpreted as a series of activities/works in order to understand the implementation of the work character of educators and education staff in schools in order to find out the achievement of achievements as expected, then the impact of monitoring can be used as a basis for making improvements.

The urgency of school supervisors is needed in order to foster, direct, motivate and assist educators and education personnel in dealing with all kinds of problems in the learning process in the classroom. School supervisors through didactic skills build communication with teachers to accelerate the achievement of learning quality (Muspawi, 2020). The main task of school supervisors is to carry out academic and managerial supervision tasks in education units which include the preparation of supervision programs, implementation of coaching, monitoring of the implementation of the 8 National Education Standards, performance appraisal of teachers and school principals, professional guidance and training of teachers and school principals, evaluation of program implementation results, supervision and implementation of supervisory duties in special areas. The workload of school supervisors in carrying out supervisory duties is 37.50 hours per week which includes the preparation of supervision programs, and carrying out professional guidance and training for teachers and/or principals/madrasahs in fostered schools/madrasahs.

Several studies have been conducted regarding the performance of school supervisors, one of which explained that "supervisors have a big role in finding answers to various problems that exist in an educational unit (Priatna, 2017). Further research explains that "a school supervisor contributes in the aspect of educational evaluation in the form of activities or active participation in assessing the implementation of the standards of educators and education personnel, standards of facilities and infrastructure, management

standards, financing standards, content standards, process standards, standards graduate competencies, and educational assessment standards (Miati et al., 2019). Subsequent research states that supervisor performance has a very important role in improving the quality of education in primary schools (Musdalipa et al., 2021). The results of this study are supported by other studies which state that supervisors can improve teacher performance through evaluation (Iskandar, 2017). The results of the supervisor's work in the form of recommendations can be used as one of the foundations for the management of the institution in making improvements or improving the quality of education.

METHOD

This study uses qualitative research because the researcher wants to conduct in-depth research through data discovery on the research subject so that in the end the researcher can describe the situation clearly and correctly regarding the supervisor's performance on his main duties and functions in the target schools of elementary school cluster VII, Kopang District, Central Lombok Regency. Qualitative research is a research method used to examine the condition of natural objects. This study does not use a population, let alone a sample, but uses data sources on social situations which consist of three elements, namely: place, actors, and activities that interact synergistically (Creswell, 2012). Respondents were not named as samples at the time of this study but as people who provide explanations, informants, colleagues, and academics. Statistical samples are also not called samples in qualitative research, but theoretical samples, because the objectives generated in qualitative research are ideas, concepts, and theories. So the data needed to determine the performance of supervisors in elementary schools cluster VII, Kopang District, Central Lombok Regency is data collected through interviews, observations, and documentation studies of data sources, namely where the subject was obtained.

The research instrument or tool in qualitative research is the researcher himself (Moleong, 2009). Therefore, the researcher as an instrument must also be "validated" how far qualitative researchers are ready to carry out research which then goes into the field. Validation of researchers as instruments includes validation of understanding qualitative research methods, mastery of insight into the field being studied, and readiness of researchers to enter research objects, both academically and logistically. Researchers carry out their validation, through self-evaluation of how far the understanding of the qualitative method is, mastery, theory and insight into the field under study, as well as readiness and provision to enter the field.

Information on matters that became the focus of the research was obtained from supervisors, principals, teachers, and education staff. Other information was also obtained from the results of monitoring, monitoring, and guidance by supervisors including important documents in schools. Processed data is needed to answer the problem in research. In this study, researchers will look for data from research subjects, namely supervisors of elementary school supervisors in cluster VII, Kopang District, Central Lombok Regency. Sources of data used in this study are primary data sources and secondary data regarding the performance of Cluster VII State Elementary School supervisors. Sources of data that directly know the performance of supervisors in this study are school supervisors, school principals, teachers, education staff, school committees, and parents of students at the Cluster VII State Elementary School, Kopang District, Central Lombok Regency. Furthermore, the data is analyzed using several steps, namely analyzing the data with three steps: data condensation (data condensation), presenting data (data display) and drawing conclusions or verification (conclusion drawing and verification).

RESULTS AND DISCUSSION

School supervisors for cluster VII Kopang District have carried out special

supervision of academic and managerial monitoring well, although there are still tasks that have not been carried out optimally. Regarding monitoring or monitoring, one of the informants explained that the school supervisor has made an annual supervision program, a Managerial Supervision plan, and an Academic Supervision plan which is a more detailed and systematic elaboration of the semester program according to priority aspects that must be immediately carried out in supervision activities. The things monitored are academic and managerial related, such as principal and teacher administration, education staff, administrative administration, librarians, and school guards. In line with what was conveyed by the school supervisor, another informant also explained that one of the supervisor's functions is to carry out managerial supervision in supporting academic activities (learning activities, the extent to which learning activities are carried out in improving quality learning, implementation is monitored by teachers in teaching, observing teachers in teaching). through the instrument, the results are different because the ability of teachers is different too, how teachers understand competence. The problem of administrative managerial supervision is good but implementation and school administration still need supervisor guidance. Both statements were reinforced by one supervisor who stated that the supervisor made a program yearly. Supervisors directly monitor the implementation of principals, teachers, and education staff. The result of monitoring is a change in attitude from lazy to diligent.

The results of interviews related to monitoring activities carried out by supervisors indicate that supervisors make annual supervision programs, Managerial Supervision plans and Academic Supervision plans according to priority aspects that must be carried out immediately in supervision activities. The things that are monitored are academic and managerial related. Administrative supervision is quite good. Meanwhile, the implementation and administration of the school still require the

guidance of supervisors. Regarding the implementation of the duties and functions of supervisors in carrying out supervision, both academically and managerially, the informant as supervisor explained: The task of academic supervision of school supervisors has been carried out by applicable regulations, what is being supervised is the learning process. Managerial supervision tasks are also carried out, only about 30%, managerial supervision is mostly principals, and the results for academic or managerial supervision are satisfactory. Likewise, what was conveyed by the second informant was that academic supervision was carried out in the classroom, the implementation was direct, and the results were useful for the teacher. What is supervised is lesson plans, and class administration, namely supervision of principals' performance programs and annual and semester programs. In line with what was conveyed by the previous informant, the third informant stated that academic supervision is clear on the quality of learning, the implementation is face-to-face, and the results are for teachers so that the results are good in the learning process. Managerial supervision is carried out face to face, the results are for the principal to be good in leadership and managerial. Based on some of the interviews mentioned above, it shows that the supervision carried out by supervisors in improving the quality of education in cluster VII Kopang District is carried out in the form of academic supervision, namely in the implementation of learning while managerial supervision is carried out by school management.

In supervision activities, supervisors act as partners for schools, both for educators and education staff. Supervisors are open to every educator. Supervisors and educators share learning problems in a formal and non-formal atmosphere. This was also emphasized by one of the sixth-grade teachers at SDN Montong Buak "As teachers, we need a place to solve the problems we face in class and the supervisor is our right partner to help us with our difficulties". Regarding the assessment, the informant as the supervisor explained: An

unwritten assessment of schools and teachers has been assessed, the implementation is direct and the results are useful for teachers and principals. The next informant also said that he carried out an assessment of the principal's performance, and its implementation using instruments that were made and also carried out directly, the results were for improving the learning process. The teacher's acknowledgment informed that the supervisor also conducted an evaluation related to administration. The completeness of school administration is assessed one by one and the results can be used to improve the quality of the school.

Regarding the guidance carried out by the supervisor, the informant said that the guidance had been carried out for the principal, teachers, and administration. Coaching is also carried out through teacher work groups, coaching is carried out directly without using instruments, noting problems found and immediately correcting them. Teacher working group training needs to be carried out because it is through these activities that supervisors can effectively provide guidance, such as learning activities and thematic and standard educational process standards, as well as introducing content standards to teachers. The results of interviews related to coaching show that supervisors have provided good guidance to school principals, teachers, and administration. In addition to schools, supervisors also guide teacher working groups. Coaching is carried out directly without using instruments, noting problems found and immediately correcting them. In carrying out their duties, several factors support the performance of supervisors, including principals, teachers, and other staff giving a positive response to the presence of supervisors in schools. The inhibiting factor is that there are still some teachers who are afraid to get supervisory supervision. One of the causes is the unpreparedness of the teacher's learning administration.

Discussion

To improve the quality of education, supervisors are required to be professional to carry out their main duties and functions according to their competence, because the supervisor's task is very closely related to ensuring the quality of education in a school institution (Oja et al., 2021). Whatever efforts have been made by the government to oversee the course of education to break down the quality, if it is not followed up with professional development of the teachers, it will not have a real impact on the learning service activities in the classroom. The supervisor's duties are as supervisor, advisor, monitor, reporter, and as coordinator (Messi et al., 2018). The first duties and responsibilities refer to managerial supervision or supervision while the second main task refers to academic supervision or supervision. Managerial supervision provides guidance, assessment, and assistance/guidance starting from the program balance sheet, and process, to results (Rosyidah, 2021). Guidance and assistance are provided to school principals and all school staff in school management or education in schools to remind school performance. Academic supervision is related to fostering and assisting teachers in improving the quality of the learning/guidance process and the quality of student learning outcomes (Izzuddin, 2020). Supervisor's performance is a series of related tasks so that educational goals will be achieved effectively and can make a real contribution. The performance of professional education unit supervisors can be seen from their performance as supervisors in carrying out their main tasks and functions, showing good work performance or work performance, and having an impact on improving the quality performance of their target schools (Mardiyanti & Setyaningsih, 2020). Supervisor performance is an achievement or work result achieved by supervisors in carrying out both academic and managerial supervision (Badani et al., 2020). The performance of supervisors in carrying out their duties in cluster VII Kopang District through activities such as monitoring, supervision, assessment, and

coaching, the main goal is none other than to improve the quality of education in elementary schools.

CONCLUSIONS AND RECOMMENDATIONS

Based on the results of research that has been carried out related to the analysis of the performance of supervisors in cluster VII, Kopang District, Central Lombok Regency in 2022, the following conclusions can be drawn. The supervisor's performance is seen from the main tasks of the supervisor in the elementary school cluster VII, Kopang Subdistrict, which is carried out quite well, covering several stages of activities, namely preparing a supervision program, implementing a supervision program, evaluating the results of the implementation of the supervision program and conducting professional guidance and training for teachers and/or school principals. Supervisors have also carried out their functions well through monitoring learning planning, conducting coaching and training for teachers and school principals assessing teacher performance. Supervisors have carried out both academic and managerial supervision through activities such as monitoring, supervision, assessment, and coaching in improving the quality of education. Supporting factors for implementing supervisory duties in schools are principals, teachers, and other staff giving a positive response to the presence of supervisors, while the inhibiting factor is that there are still teachers who are afraid to get supervisory supervision because of the lack of preparation for learning administration. The recommendation from this research is that all parties must assist supervisors in carrying out their duties so that the expected quality improvement of education can be achieved.

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