

---

> Vol. 01, 1 (April 2023), 47 - 58

## Improving Teacher Performance in Implementing Effective Learning Through Class Observation Supervision at MIN 8 West Aceh

Nurdin

**To cite this article:** Nurdin, N. (2023). Improving Teacher Performance in Implementing Effective Learning Through Class Observation Supervision at MIN 8 West Aceh. *ISTIFHAM: Journal Of Islamic Studies*, 1(1), 47–58.

**Available at:** <https://jurnal.seutiahukamaa.org/index.php/istifham/article/view/17>

© 2023 The Author(s).

---

**First Publication Right :**

© ISTIFHAM: Journal of Islamic Studies

---

**Published online:** April 30, 2023.

---

**Published by:**

Seutia Hukamaa Cendekia

**Journal Homepage:**

<https://jurnal.seutiahukamaa.org/index.php/istifham>



## Improving Teacher Performance in Implementing Effective Learning Through Class Observation Supervision at MIN 8 West Aceh

**Nurdin\***

*Madrasah Ibtidaiyah Negeri 3 Aceh Barat, Aceh, Indonesia*

Received: April 19, 2023  
Accepted: April 26, 2023  
Published: April 30, 2023

\*Corresponding Author:  
Nurdin, Madrasah Ibtidaiyah Negeri  
3 Aceh Barat, Aceh, Indonesia  
E-mail: [nurdinmin3@gmail.com](mailto:nurdinmin3@gmail.com)

### Keywords:

*Teachers Performance,  
Effective learning,  
Supervision,  
Observation.*

### Abstract

The purpose of this school action research is to determine the increase in teacher performance in carrying out effective learning through classroom observation supervision at MIN 8 West Aceh and to find out the effectiveness of classroom observation supervision in improving teacher performance in carrying out effective learning at MIN 8 West Aceh. The subjects in this study were all teachers at MIN 8 West Aceh, totaling 54 people. Data collection techniques used are observation and questionnaires. This research was carried out in two cycles: planning, implementation, observation, and reflection. The data analysis technique used is the descriptive percentage. The results of the study show that the supervision of the principal is very influential in improving teacher performance on learning effectiveness. This is evidenced by an increase in teacher performance in each cycle, namely, the percentage of teacher completeness in cycle I reached 53.7%, while in cycle II, it reached 81.5%. Of the 54 teachers at MIN 8 West Aceh, after the action was carried out in cycle II, almost all had the awareness to improve their performance. This will have an impact on improving the quality of education in schools. Based on the results of the research above, the results of increasing teacher performance in carrying out effective learning reached 81.5%, so the supervision of class observations was said to be effective.

**Copyright:** © Name (2023).

This is an open access article under the [CC BY SA license](https://creativecommons.org/licenses/by-sa/4.0/)



### Introduction

Education as a vital tool in the development of human resources is a necessity that cannot be separated from human life in educating the nation's life and forming skilled human beings in their fields. Efforts to improve the quality of education are continuously carried out both conventionally and innovatively. To realize the ideal madrasah and madrasah that meet the needs of the community in the field of education, madrasahs or educational institutions need professional human resources.

Madrasah human resources can make a profitable contribution to the implementation of effective education. The leadership of the madrasah head must be able to mobilize madrasah resources in relation to planning and evaluating madrasah programs, curriculum development, learning, human resources management, advice and infrastructure, financial resources, student services, madrasah and community relations and the creation of a madrasah climate. The principal

is the main key to school management (Kurniawan, 2019). Principals of schools/madrasas must carry out their main duties and functions as school managers or administrators in improving the learning process and class supervision by fostering and providing positive suggestions and constructive criticism to teachers to improve teacher quality and learning quality (Putri & Wibowo, 2018).

One of the madrasa head's duties is to supervise the school, which is his responsibility. In order to improve teacher performance, it is very necessary to carry out maximum supervision, as assistance provided by school principals, which aims to develop the abilities of teachers and other school personnel (Zulfakar et al., 2020). Madrasah heads must continuously improve learning quality through supervision activities (Herman et al., 2022).

One of the supervision techniques often used by madrasa heads to improve teacher performance and the quality of learning is classroom observation supervision. Carrying out effective supervision of class observations requires conceptual, interpersonal, and technical skills (Glickman, 2007). Therefore, every head of the madrasah must own and master the concept of classroom observation supervision which includes: the definition, purpose and function, principles, and substance dimensions of classroom observation supervision.

It is often found that the head of the madrasah, in carrying out supervision of class observations, only comes to school with a performance measurement instrument. Then enter the class to measure the performance of the teacher who is teaching. After that, the task is completed, as if supervision of class observations is the same as measuring teacher performance in the learning process.

Class observation supervision behavior, as described above, is an example of poor class observation supervision behavior. Such classroom observation behavior will have little influence on the objectives and functions of classroom observation supervision. If it gives effect, the effect is relatively small for improving teacher performance in managing the learning process. Class observation supervision is not an assessment of teacher performance at all. Especially if the main purpose of the assessment is only in a narrow sense, namely to calculate the quality of the existence of teachers in fulfilling the interests of teacher accreditation. SupervisionAcademic is an activity of assisting teachers in order to assist teachers in the learning process, which consists of planning, implementing, and evaluating learning so that the planned goals can be achieved.

This is very different from the concept of classroom observation supervision. Conceptually, classroom observation supervision is a series of activities to help teachers develop their ability to manage the learning process to achieve learning objectives (Hardono et al., 2017). Class observation supervision is an effort to help teachers develop their ability to achieve learning objectives. Thus, it means that the essence of classroom observation supervision is not assessing teacher performance in managing the learning process but helping teachers develop their professionalism abilities (Kristiyanti, 2021).

Even so, classroom observation supervision must be balanced with evaluating teacher performance in managing to learn. If it is said above that classroom observation supervision is a series of activities to help teachers develop their ability to manage the learning process, then assessing teacher performance in managing the learning process is one of the activities the process cannot avoid. Evaluation of teacher performance in managing the learning process as a process of providing estimates of the quality of teacher work in managing the learning process is an integral part of a series of classroom observation supervision activities. For classroom observation supervision to help teachers develop their performance, it is necessary to evaluate

teacher performance first so that aspects that need to be developed and how to improve them can be determined.

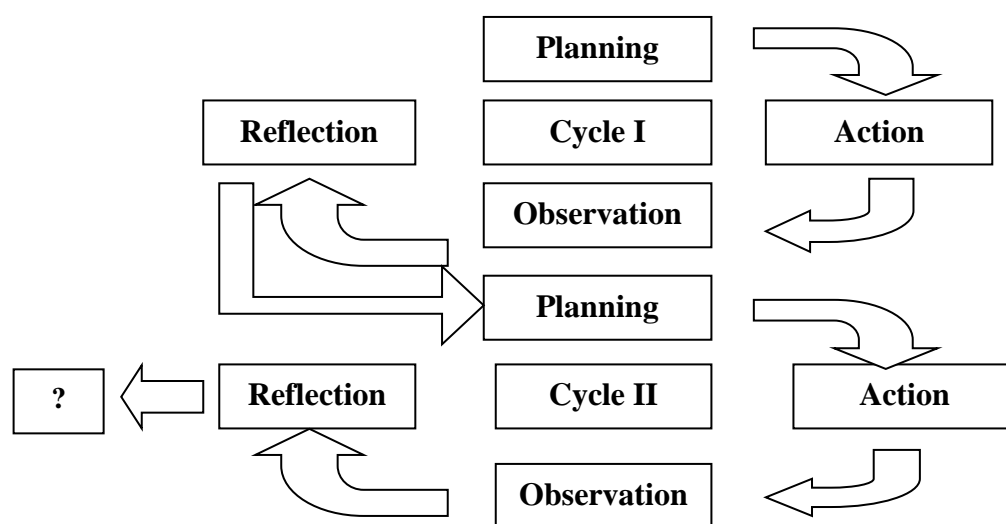
In connection with the above, the researcher, as the head of the madrasa at MIN 8 West Aceh, conducted a study to improve teacher performance with the title "Improving Teacher Performance in Implementing Effective Learning Through Class Observation Supervision at MIN 8 West Aceh for the 2019-2020 Academic Year".

## **Method**

The method used in this research is school action research using two cycles of classroom observation supervision activities. The location used as the object of this research study is MIN 8 West Aceh, which is located at Gampong Drien Rampak, Sisingamangaraja Street, Lr. Cot Lawang, Johan Pahlawan District, West Aceh Regency. The subjects in this study were all teachers, totaling 54 people.

The data collection technique used is observation, which is a technique or method of collecting data by observing ongoing activities (Muhadi, 2011). This study consisted of two main activities, namely the initial data collection taken from direct visits to classes, initial data on teacher work, and learning effectiveness seen from the supervision results of each teacher's class visits which were carried out without prior notification. Furthermore, data from the analysis of each cycle and other responses from the teacher regarding the implementation of the monitoring or observation program are carried out in line with the ongoing research. In other words, monitoring of program implementation is carried out to see teacher performance in making learning more effective.

The four main activities in this school action research (PTS) in each cycle, namely: a) planning, b) action, c) observation, d) reflection, can be described as follows:



**Figure 1:** Flow of School Action Research (Arikunto, 2010)

The collected data were analyzed using quantitative and qualitative analysis. Quantitative analysis is used to explain changes in teacher behavior. For this type of quantitative analysis, category techniques are used based on standards set by the Ministry of Education and Culture (2013) as follows:

A (Very Good)	= 91 – 100
B (Good)	= 76 – 90
C (Good Enough)	= 55 – 75
D (Not Good)	= 0 – 54

The lowest achievement indicator the researcher hopes for is a 75% level of teacher performance in teaching in the classroom. The performance indicators are as follows.

1. If the average teacher's performance on learning effectiveness exceeds 75, then there is an increase.
2. If the average teacher's performance on learning effectiveness is less than 75, it is considered unsuccessful, so coaching is needed.

## Findings

Teacher performance in the initial conditions before the research was very low, and the observations obtained were based on realities in the field. Of the 54 teachers, almost all showed low performance, and this was due to the lack of initiative and awareness of teachers to improve their professionalism as educators so that learning could have been more effective.

Following are the results of observations of teacher performance on the effectiveness of learning in the initial conditions, which are presented in the table below:

Table 1. Observation Results of Teacher Performance in Initial Conditions

No	Observed Aspect	Very good		Good		Good Enough		Not Good	
		<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
1.	Subject Mastery	12	22,2	13	24,1	21	38,9	8	14,8
2.	Prepare a good Learning Implementation Plan (RPP).	14	25,9	17	31,5	16	29,6	7	13,0
3.	Mastering the Class in the Learning and Teaching Process	12	22,2	14	25,9	20	37,0	8	14,8
4.	Mastering the Use of Learning Media	12	22,2	15	27,8	15	27,8	12	22,2
5.	Completeness of Class Administration	11	20,4	11	20,4	22	40,7	10	18,5
<b>Amount</b>		<b>61</b>	<b>112,9</b>	<b>70</b>	<b>129,7</b>	<b>94</b>	<b>174</b>	<b>45</b>	<b>83,3</b>
<b>Average Percentage</b>		<b>22,6%</b>		<b>25,9%</b>		<b>34,8%</b>		<b>16,7%</b>	

Source: 2020 Research Results

The results of the table above show that the highest average percentage of the observation results on teacher performance in the initial conditions are in the fairly good category, namely 34.8%; for the very good category, there is 22.6%, for the good category there are 25, 9%, while for the less good category, there is 16.7%.

Based on the data above, it can be seen that the performance of MIN Drien Rampak teachers in carrying out learning has not been effective because only 22.6% of teacher performance is very good, so this is the basis for the need to make classroom observation supervision for teachers in order to improve teacher performance in carry out learning in class.

## 1. Implementation of Actions and Observations Cycle I

### a. Planning

At this stage, the researcher prepares coaching tools consisting of coaching plans, formative test questions, and other supporting coaching tools. In addition, an observation sheet was also prepared to improve teacher performance through coaching supervision of the principal's class observation. The researcher's target is direct observation of the teacher's performance in the teacher's ability to master the subject matter, prepare a lesson plan (RPP) well, master the class in the teaching and learning process, master the use of learning media and complete class administration properly.

### b. Action

In this case, the researcher acts as the principal of the madrasa. The coaching process refers to the coaching plan that has been prepared. Observation (observation) is carried out simultaneously with the implementation of learning. At the end of the coaching process, the teacher is given a formative assessment to know the level of teacher understanding in improving teacher performance by what has been done. The research data in cycle I is shown in the following table:

Table 2. Percentage of Teacher Completeness in Cycle I

No.	Completeness Category	Frequency	Percentage
1.	Complete	29	53,7%
2.	Not Completed	25	46,3%
<b>Amount</b>		<b>54</b>	<b>100%</b>

Source: 2020 Research Results

These results indicate that in the first cycle, the teacher's performance has increased slightly better than in the pre-cycle. This increase was because the head of the madrasah informed him that at the end of each training, an assessment would be held so that the teacher was more motivated to improve his performance at the next meeting. In addition, the teacher has also begun to understand what is meant and desired by the head of the madrasa in carrying out coaching supervision of class observations of the head of the madrasa.

### c. Observation

The results of observing teacher performance in carrying out learning in cycles can be seen in the following table:

Table 3. Teacher Performance in Implementing Learning in Cycle I

No	Observed Aspect	Very good		Good		Good Enough		Not Good	
		<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
1.	Subject Mastery	15	27,8	20	37,0	13	24,1	6	11,1
2.	Prepare a good Learning Implementation Plan (RPP).	17	31,5	20	37,0	12	22,2	5	9,3
3.	Mastering the Class in the Learning and Teaching Process	16	29,6	18	33,3	13	24,1	7	13,0

4.	Mastering the Use of Learning Media	13	24,1	22	40,7	12	22,2	7	13,0
5.	Completeness of Class Administration	14	25,9	16	29,6	16	29,6	8	14,8
<b>Amount</b>		<b>75</b>	<b>138,9</b>	<b>96</b>	<b>177,6</b>	<b>66</b>	<b>122,2</b>	<b>33</b>	<b>14,8</b>
<b>Average Percentage</b>		<b>27,8%</b>		<b>35,5%</b>		<b>24,4%</b>		<b>12,2%</b>	

Source: 2020 Research Results

Based on the table above shows that the highest average percentage of teacher performance in cycle I is in the good category, namely 35.5%, for the very good category, there is 27.8%, in the pretty good category there is 24.4 %, while for the less good category, there is 12.2%.

#### d. Questionnaire Results

The results of the teacher's performance questionnaire on learning effectiveness in cycle I can be seen in the following figure:

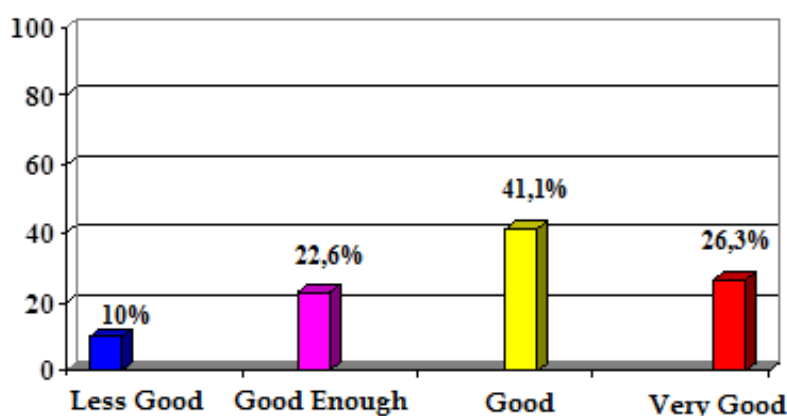


Figure 2: Results of the Teacher Performance Questionnaire in Cycle I

Based on the graph above shows that the highest average percentage of teacher performance questionnaire responses in cycle I was in a good category, namely 41.1%; for the very good category, there was 26.3%; the category was good enough, there were 22, 6%, while for the less good category, there is 10.0%.

#### e. Reflection

Based on the results of the observations in the table above, the researchers and observers (colleagues) concluded that there was an increase from the initial conditions (pre-cycle) in the first cycle of action. The improvements achieved in cycle I include:

- 1) The teachers are aware of the deficiencies that are felt during the learning process.
- 2) There is an initiative from the teachers to correct deficiencies at the next meeting.
- 3) The method used is appropriate but has yet to be effective.

Apart from the improvements achieved in cycle I, researchers also found several obstacles encountered including:

- 1) Teachers felt insecure in conveying subject matter because researchers were watching them.
- 2) Use of time that has yet to be effective, according to the RPP.

- 3) Still needs to start using learning media optimally. The class is not fully active because the teacher has yet to be able to choose the appropriate method.
- 4) Still needs to be able to complete all class administration.

Based on the description of the research results in cycle I, the teacher's performance in making learning effective is still far from what was expected. Because of this, the next researcher attempted to hold a meeting with the teacher to find a solution as well as the researcher provided input by instructing the teachers to actively participate in the Teachers Working Group in their cluster and provide direction according to the knowledge that the researcher has in order to improve teacher performance in subsequent learning.

## **2. Implementation of Actions and Observations Cycle II**

### **a. Planning**

In implementing cycle II actions, researchers evaluated the results of the cycle I action to determine the extent to which the principal's supervision influences teacher performance on learning effectiveness. Besides that, researchers also need to know whether teachers still face obstacles to improving the quality of education in schools that researchers care for.

From the results of the supervision of the cycle I researcher, it turned out that it needed improvement, so the researcher held a meeting with the teachers to listen to the problems they faced in class. At the same time, the researcher provided the inputs needed by the teacher, and the researcher distributed a questionnaire to prove the extent of the influence of the principal's supervision on teacher performance in making learning effective.

### **b. Action**

In this case, the researcher acts as the principal of the madrasa. The coaching process refers to the coaching plan by considering the revisions in Cycle I so that mistakes or deficiencies in Cycle I do not recur in Cycle II. This school action research was carried out per the coaching plan procedures and scenarios, and coaching activities were carried out during the learning process.

At the end of the coaching process, the teacher is given a formative test to know the level of teacher performance in the teaching and learning process in carrying out their duties. The instrument used is a formative test. The research data in cycle II are as follows:

Table 4. Percentage of Teacher Completeness in Cycle II

<b>No.</b>	<b>Completeness Category</b>	<b>Frequency</b>	<b>Percentage</b>
1.	Complete	44	81,5%
2.	Not Completed	10	18,5%
<b>Amount</b>		<b>54</b>	<b>100%</b>

Source: 2020 Research Results

The results in cycle II experienced a better improvement than cycle I. An increase influenced the increase in learning outcomes in cycle II in the ability of school principals to implement coaching through classroom observation supervision so that teachers became more understanding of their duties and could improve teacher performance in carrying out learning effectively. In addition, this completeness is also influenced by the cooperation of the teacher and the principal in carrying out their respective duties.

### **c. Observation**



The results of observing teacher performance in carrying out learning in cycle II can be seen in the following table:

Table 5. Teacher Performance in Implementing Learning in Cycle II

No	Observed Aspect	Very good		Good		Good Enough		Not Good	
		<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
1.	Subject Mastery	18	33,3	23	42,6	10	18,5	3	5,6
2.	Prepare a good Learning Implementation Plan (RPP).	21	38,9	22	40,7	7	13,0	4	7,4
3.	Mastering the Class in the Learning and Teaching Process	22	40,7	20	37,0	9	16,7	3	5,6
4.	Mastering the Use of Learning Media	18	33,3	23	42,6	10	18,5	3	5,6
5.	Completeness of Class Administration	23	42,6	21	38,9	6	11,1	4	7,4
<b>Amount</b>		<b>102</b>	<b>188,8</b>	<b>109</b>	<b>201,8</b>	<b>42</b>	<b>77,8</b>	<b>17</b>	<b>31,6</b>
<b>Average Percentage</b>		<b>37,8%</b>		<b>40,4%</b>		<b>15,6%</b>		<b>6,3%</b>	

Source: 2020 Research Results

Based on the table data above, it shows that the highest average percentage of teacher performance in cycle II is in the good category, namely 40.4%, for the very good category there is 37.8%, the pretty good category is 15.6 %, while for the less good category, there is 6.3%

#### d. Questionnaire Results

The results of the teacher's performance questionnaire on learning effectiveness in cycle II can be seen in the following graphic image:

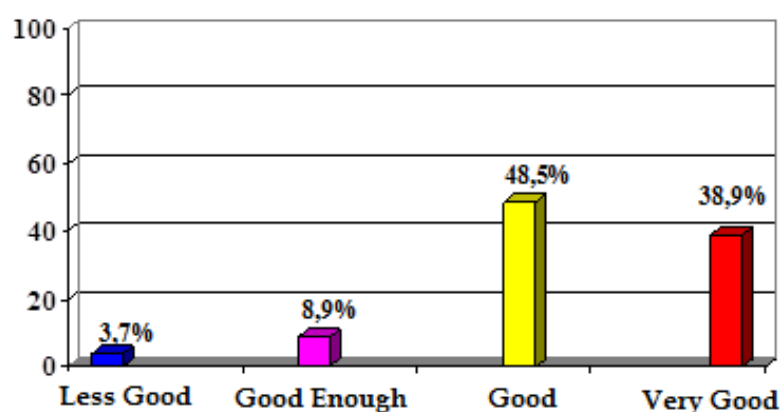


Figure 3: Results of the Teacher Performance Questionnaire in Cycle II

Based on the graph above shows that the highest average percentage of teacher performance questionnaire responses in cycle II is in a good category, namely 48.5%; for the very good category, there is 38.7%; the category is good enough, there is 8, 9%, while for the less good category, there is 3.7%.

e. Reflection

Reflection researchers do after the end of cycle II. The results obtained were then collected and then analyzed. In the end, the researcher concluded that the supervision of the madrasa head greatly influenced efforts to improve teacher performance on learning effectiveness. This can be seen from the increasing number of presentations and fewer obstacles. The successes and obstacles of teachers who still need continuous guidance will be carried out by researchers as much as possible. The following is the increase obtained during the cycle II action.

- 1) 'The teacher already understands and masters learning in the madrasah curriculum.
- 2) 'The teacher has developed the curriculum by pouring it into a good lesson plan for students.
- 3) 'The teacher has been able to choose the right method so that the learning process in class is always active.
- 4) 'Teachers can use, select, create and own learning media.
- 5) 'The teacher has been able to make / complete class administration well.

## **Discussion**

Before the research was carried out, namely in the initial conditions (pre-cycle), teacher performance was very low. This greatly affects the effectiveness of the learning process and can cause the quality of education to be low. For this reason, researchers think hard to find solutions to overcome these problems.

After making observations on the initial conditions, based on the results of these observations, the researchers and the observers discussed and formulated efforts to make improvements through school action research to improve teacher performance on learning effectiveness.

In implementing the first action cycle, there was a slight increase in teacher performance on learning effectiveness. The results of observing the actions in cycle I are as follows.

1. The teacher's ability to master subjects that get Criteria A (very good) is 15 people (27.8%), there are 20 people (37.0%) who have Criteria B (good), there are 13 people (24.1%) who have Criterion C (good enough), and there are 6 people (11.1%) who have criterion D (poor).
2. There are 17 people (31.5%) in Criteria B (good) in preparing lesson plans who get Criteria A (very good), 20 people (37.0%) in Criteria B (good), and 12 people (22.2%) in Criteria C (enough). %. In comparison, there were 5 people in Criteria D (less) (9.3%).
3. The ability of teachers in class mastery who got Criteria A (very good), there were 16 people (29.6%), Criteria B (good), there were 18 people (33.3%), Criteria C (enough) there were 13 people (24.1 %). In comparison, in criterion D (less), there were 7 people (13%).
4. The teacher's ability to use media and learning resources, control, and make simple visual aids that get Criteria A (very good) are 13 people (24.1%), Criteria B (good) are 22 people (40.7%), Criteria C (sufficient) there are 12 people (22.2%). In comparison, in criterion D (insufficient) there are 7 people (13%).
5. The teacher's ability to complete class administration who received Criteria A (very good) was 14 people (25.9%), Criteria B (good) was 16 people (29.6%), Criteria C (enough) was 16 people (29, 6%). In comparison, in criterion D (lack), there were 8 people (14.8%).

Based on the results achieved in implementing the first action cycle, the researchers wanted more from these achievements. Therefore, the researcher continued in cycle II by first improving the weaknesses in the previous cycle.

In the implementation of cycle II, there was a significant increase. This is due to researchers continuously providing guidance and direction to teachers to have self-awareness and responsibility as educators to improve performance so that the learning process becomes more effective, ultimately improving the quality of education.

The results of the actions in cycle II are as follows:

1. There were 18 people (33.3%) who got Criteria A (very good), there were 23 people (42.6%) who got Criteria B (good), there were 10 people (18.5%) who had Criterion C (good enough), and there are 3 people (5.6%) who have criterion D (poor).
2. There are 21 people (38.9%) in criterion B (good) in preparing lesson plans who get criterion A (very good), 22 people (40.7%) in criterion B (good), 7 people (13.0) in criterion C (enough). %, while criterion D (less) there were 4 people (7.4%).
3. The ability of teachers in class mastery who got Criteria A (very good) there were 22 people (40.7%), Criteria B (good) there were 20 people (37.0%), Criteria C (enough) there were 13 people (24.1 %), while Criteria D (less) there were 3 people (5.6%).
4. The ability of teachers in using media and learning resources, controlling, and making simple visual aids that get Criteria A (very good) is 18 people (33.3%), Criteria B (good) is 23 people (42.6%), Criteria C (enough) there are 10 people (18.5%), while criterion D (insufficient) there are 3 people (5.6%).
5. The teacher's ability to complete class administration who received Criteria A (very good) was 23 people (42.6%), Criteria B (good) was 21 people (38.9%), Criteria C (enough) was 6 people (11, 1%), while Criteria D (lack) there were 4 people (7.4%).

Based on the results achieved in implementing the second action cycle, the researcher was satisfied with this success. Therefore the researchers stopped it in cycle II because it was considered successful.

Based on the data above, it can be understood that academic supervision, especially class observation supervision, greatly supports the improvement of teacher performance. The head of the madrasa, as the leader of an educational institution, must be able to carry out his duties and responsibilities, namely acting as a consultant for educators who experience various kinds of problems (Prayoga, 2020). In this case, the madrasa head must perform various supervision and control to improve teacher performance. Supervision and control are controlled so that educational activities in schools are directed towards the goals set. Supervision and control are also preventive measures to prevent teachers from being careful in their work (Yusnita, 2022). With these precautions, the madrasa head can control activities directedly and improve teachers' work quality.

As the supervisor, the head of the madrasa must always pay serious attention to aspects that can interfere with the teacher's duties in the teaching and learning process. Not only that, but to realize a good increase in professional competence, school principals can help by procuring facilities, infrastructure and facilities that support the development of teachers' professional competence. Efforts to increase the professional competence of teachers can be done in various ways. The school principal must be aware of and strive for it continuously (Prastania & Sanoto, 2021).

For the supervision activities carried out to run smoothly and achieve good results, every school/madrasah principal and school supervisor must own and master the concept of academic supervision, which includes: the definition, purpose and function, principles, and substance dimensions of academic supervision (Messi et al., 2018; Sitaasih, 2020). The madrasah head must also study objectively and continuously the problems that become obstacles for teachers in their duties. The ability or competency factor of the principal in supervision greatly determines the implementation of academic supervision activities in their respective schools. These competencies include knowledge of supervision, skills in interpersonal relations and technical skills in supervision. These three things are ability factors absolutely owned by every school principal as an academic supervisor.

Therefore, the role of the principal as an academic supervisor must have an attitude that can build the teacher's morale to create a conducive working climate. In addition, the principal must also know each teacher's characteristics to know which approach can be used in the performance development process.

## **Conclusion**

Based on the analysis of research results and discussion, the supervision of the school principal is very influential in improving teacher performance on learning effectiveness. This is evidenced by an increase in teacher performance in each cycle, namely, the percentage of teacher completeness in cycle I reached 53.7%, while in cycle II, it reached 81.5%. Of the 54 teachers at MIN 8 West Aceh, after the action was carried out in cycle II, almost all had the awareness to improve their performance. This will have an impact on improving the quality of education in schools.

## **References**

- Arikunto, S. (2010). *Prosedur Penelitian Suatu Pendekatan Praktik. Edisi Revisi*. Rineka Cipta.
- Glickman, C. D. (2007). Konsep dan Makna Pembelajaran. In *Bandung: Alfabeta Bandung*.
- Hardono, H., Haryono, H., & Yusuf, A. (2017). Kepemimpinan Kepala Sekolah, Supervisi Akademik, dan Motivasi Kerja dalam Meningkatkan Kinerja Guru. *Educational Management Journal*, 6(1), 26–33.
- Herman, H., Kurniawan, A., & Hasnadi, H. (2022). The Revitalization of The Madrasah Principal Leadership in Improving The Quality of Education. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 6(4), 1021–1034. <https://doi.org/10.33650/AL-TANZIM.V6I4.3583>
- Kristiyanti, K. (2021). Penerapan Supervisi Observasi Kelas Untuk Mencapai Peningkatan Kinerja Guru dalam Melaksanakan Pembelajaran yang Efektif di SD Negeri 4 PAKIS Tahun Pelajaran 2019/2020. In *Wawasan Pendidikan* (Vol. 1, Issue 2, pp. 328–338). <https://doi.org/10.26877/WP.V1I2.9468>
- Kurniawan, A. (2019). Jabatan Kepala Sekolah; Antara Jabatan Administrasi atau Jabatan Politik. *Al-Mabats*, 4(2), 1–18.
- Messi, M., Anggita Sari, W., Anggita Sari, W., Murniyati, M., & Murniyati, M. (2018). Pelaksanaan Supervisi Akademik Pengawas Sekolah Sebagai Upaya Peningkatan Profesionalisme Guru. *JMKSP (Jurnal Manajemen, Kepemimpinan, Dan Supervisi Pendidikan)*, 3(1), 114–125. <https://doi.org/10.31851/jmksp.v3i1.1583>
- Muhadi. (2011). *Penelitian Tindakan Kelas (Panduan Wajib Bagi Pendidik)*. Shira Media.

- Prastania, M. S., & Sanoto, H. (2021). Korelasi antara Supervisi Akademik dengan Kompetensi Profesional Guru di Sekolah Dasar. *Jurnal Basicedu*, 5(2), 861–868. <https://doi.org/10.31004/basicedu.v5i2.834>
- Prayoga, A. (2020). Supervisi Akademik Kepala Madrasah. *Jurnal Inovatif*, 6(1), 105–124.
- Putri, N. H., & Wibowo, U. B. (2018). Pengaruh kinerja kepala sekolah terhadap keberhasilan manajemen berbasis sekolah melalui partisipasi masyarakat di SMP. *Jurnal Akuntabilitas Manajemen Pendidikan*, 6(1), 45. <https://doi.org/10.21831/amp.v6i1.9810>
- Sitaasih, D. K. (2020). Supervisi Akademik untuk Meningkatkan Kompetensi Guru Dalam Proses Pembelajaran di SD. *Jurnal Ilmiah Sekolah Dasar*, 4(2), 241. <https://doi.org/10.23887/jisd.v4i2.25461>
- Yusnita, H. (2022). Meningkatkan Kinerja Guru Melalui Supervisi Teknik Observasi Kelas. *Risâlah, Jurnal Pendidikan Dan Studi Islam*, 8(2), 617–633. <https://doi.org/10.31943/JURNALRISALAH.V8I2.274>
- Zulfakar, Z., Lian, B., & Fitria, H. (2020). Implementasi Supervisi Akademik dalam Meningkatkan Kinerja Guru. *JMKSP (Jurnal Manajemen, Kepemimpinan, Dan Supervisi Pendidikan)*, 5(2), 230. <https://doi.org/10.31851/jmksp.v5i2.3833>