

IMPLICATIONS OF EDUCATIONAL SUPERVISION ON IMPROVING TEACHER COMPETENCE AND PERFORMANCE

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ABSTRAK

Supervisi pendidikan merupakan salah satu instrumen penting dalam upaya meningkatkan mutu pendidikan melalui penguatan kompetensi dan kinerja guru. Guru sebagai pelaksana utama proses pembelajaran dituntut memiliki kemampuan pedagogik, profesional, kepribadian, dan sosial yang memadai agar mampu menciptakan pembelajaran yang efektif, bermakna, dan berorientasi pada kebutuhan peserta didik. Namun, dalam praktiknya masih ditemukan berbagai kendala yang memengaruhi optimalisasi kinerja guru, seperti keterbatasan pemahaman pedagogik, adaptasi terhadap perubahan kurikulum, serta pemanfaatan teknologi pembelajaran. Oleh karena itu, supervisi pendidikan dipandang sebagai strategi pembinaan profesional yang relevan untuk menjawab tantangan tersebut. Penelitian ini bertujuan untuk mengkaji implikasi supervisi pendidikan terhadap peningkatan kompetensi dan kinerja guru berdasarkan kajian teoretis dan empiris dari berbagai sumber pustaka. Metode penelitian yang digunakan adalah penelitian kepustakaan (*library research*) dengan mengkaji buku, artikel jurnal ilmiah, dan dokumen resmi yang berkaitan dengan supervisi pendidikan, kompetensi guru, dan kinerja guru. Analisis data dilakukan melalui teknik analisis isi yang meliputi tahap reduksi data, penyajian data, serta penarikan kesimpulan secara sistematis. Hasil kajian menunjukkan bahwa supervisi pendidikan yang dilaksanakan secara terencana, berkelanjutan, dan berorientasi pada pembinaan mampu meningkatkan kompetensi guru secara komprehensif. Supervisi yang efektif juga berkontribusi dalam membentuk sikap profesional guru yang positif, seperti motivasi kerja, tanggung jawab, keterbukaan terhadap inovasi, dan komitmen terhadap peningkatan kualitas pembelajaran. Sikap profesional tersebut berperan sebagai mediator yang memperkuat hubungan antara supervisi dan peningkatan kinerja guru. Dengan demikian, supervisi pendidikan tidak hanya berdampak langsung pada kinerja guru, tetapi juga melalui penguatan kompetensi dan sikap profesional. Oleh karena itu, pelaksanaan supervisi pendidikan perlu didukung oleh kompetensi supervisor yang memadai serta dilaksanakan secara konsisten guna meningkatkan mutu pembelajaran dan kualitas pendidikan secara berkelanjutan.

Abstract

Educational supervision is one of the important instruments in efforts to improve the quality of education through strengthening teacher competence and performance. Teachers as the main implementers of the learning process are required to have adequate pedagogical,

educational supervision; teacher competence; teacher performance; Teacher professionalism.

professional, personality, and social skills in order to be able to create effective, meaningful, and student-oriented learning. However, in practice, there are still various obstacles that affect the optimization of teacher performance, such as limited pedagogic understanding, adaptation to curriculum changes, and the use of learning technology. Therefore, educational supervision is seen as a relevant professional development strategy to answer these challenges. This study aims to examine the implications of educational supervision on improving teacher competence and performance based on theoretical and empirical studies from various literature sources. The research method used is *library research* by reviewing books, scientific journal articles, and official documents related to educational supervision, teacher competence, and teacher performance. Data analysis is carried out through content analysis techniques which include the stage of data reduction, data presentation, and systematic conclusion drawn. The results of the study show that educational supervision that is carried out in a planned, sustainable, and coaching-oriented manner is able to improve teacher competence comprehensively. Effective supervision also contributes to forming a positive professional attitude of teachers, such as work motivation, responsibility, openness to innovation, and commitment to improving the quality of learning. This professional attitude acts as a mediator that strengthens the relationship between supervision and teacher performance improvement. Thus, educational supervision not only has a direct impact on teacher performance, but also through strengthening professional competence and attitude. Therefore, the implementation of educational supervision needs to be supported by adequate supervisor competence and implemented consistently to improve the quality of learning and the quality of education in a sustainable manner.

Introduction

Basically, improving the quality of education is highly dependent on the quality of teachers as the main implementers of the learning process. Not only are teachers proficient in the material, they are also able to communicate professionally, use effective learning approaches, and demonstrate a responsible work attitude. Therefore, improving teacher competence and performance is the main focus in developing the quality of education at various levels. Educational supervision is considered an effective strategy for developing teacher professionals.(Addini et al., 2022) Educational supervision is a development process that is carried out in a systematic, structured, and continuous manner to support teachers in improving professional skills and improving teaching methods. In supervision activities, teachers receive input, guidance, and support to overcome challenges in the teaching-learning process, which can ultimately improve the quality of learning planning, implementation, and assessment. By applying an appropriate approach, supervision is able to build a collaborative work environment, encourage personal introspection, and encourage teachers to achieve the set level of competence.(Addini et al., 2022) Therefore , research on the impact of educational supervision on improving teachers' abilities and performance is very important to be studied in more depth. This study not only aims to strengthen the theoretical foundations related to educational supervision, but also provides empirical evidence on the role of supervision in improving teacher professionalism and learning quality. In addition, the findings of this study

are expected to produce suggestions for schools, supervisors, and policymakers to design more effective supervision strategies and focus on teacher capacity building.(Addini et al., 2022)

Method

This article is compiled based on the type of Library Research or literature study. In carrying out literature studies, the author utilizes various sources, including books, journal articles, proceedings, and official websites from trusted agencies as data and information. Analysis is carried out systematically to collect, process, and infer data through a specific approach, with the aim of finding and obtaining solutions to the problems faced.(Rosnaeni et al., 2022) Data collection in this study was carried out by utilizing relevant journals and books. The data analysis applied is content analysis. The data collection technique uses documentation, which involves searching for information related to specific aspects or variables, such as records, books, articles, magazines, and other sources. In addition, data analysis techniques include data reduction, data presentation, and conclusion drawn.(Zed, 2008)

Results and discussion

Theoretical Review of Educational Supervision

1. Definition of Educational Supervision

The word "supervision" comes from English, which consists of two main components, namely "super" which means "above" and "vision" which means "to see". The term is still closely related to words such as inspection, inspection, supervision, and inspection, which refers to the activities carried out by superiors or leaders against things that are under them. Overall, supervision is defined as the act of looking from a higher position.(AWALUDDIN SITORUS & Kholipah, 2018). According to Manullang, supervision is a process that aims to evaluate the work that has been done, provide assessments, and make corrections if necessary so that the implementation is in accordance with the initial plan. In addition, supervision is also an initiative to provide support so that teachers can improve professionalism in carrying out their duties to serve students.(Fauzi et al., 2022) Supervision includes all forms of support provided by the principal, which is focused on developing the leadership of teachers and other school staff in an effort to achieve educational goals. This support includes motivation, direction, and opportunities to improve teachers' skills and abilities, such as guidance in the initiative and implementation of innovations in the field of education and teaching, selection of teaching materials and teaching techniques that are more effective, as well as structured evaluation methods for all stages of the learning process, and so on.(Purwanto, 2007) In other words, Supervision is a development activity that is structured in a planned manner to support teachers and other school staff in carrying out their duties efficiently. Supervision involves monitoring the implementation of technical educational activities in schools, not just supervision of physical or material aspects.(Fauzi et al., 2022)

2. Principles of Educational Supervision

A supervisor needs to understand the principles or principles of educational supervision as a basis for carrying out his duties to achieve success. Challenges that arise in the field in supervisory practice include efforts to change the authoritarian mindset, where all decisions are in the hands of the supervisor as the supervisor, as well as a corrective approach that looks

like fault-finding. This needs to be changed into a creative attitude, namely supervisors providing new ideas or methods to overcome educational supervision problems, as well as constructive approaches that build or improve the quality of supervision compared to before. Thus, it will create an environment that is safe, comfortable, and accepted as an independent entity capable of developing, so supervision must be carried out by applying these principles in the relevant context.(Fauzi et al., 2022) The following are the principles of educational supervision:

Scientific principles

Scientific principles have the following characteristics:

- a. Supervision is carried out by referring to objective data collected from the reality of the implementation of the teaching and learning process.
- b. Data collection requires the use of instruments such as questionnaires, observations, and personal interviews.
- c. Each supervision activity is carried out in a structured, planned, and sustainable manner.

3. Principles of Democracy

Democracy includes the understanding of respecting the self-esteem and dignity of teachers, not through the relationship between superiors and subordinates, but through close and warm human interactions, so that teachers feel comfortable in carrying out their duties.

4. Principle of Cooperation

Develop collaboration or, in the context of supervision, share ideas and experiences, provide support, motivation, and stimulation to teachers so that they feel like they are growing together.

5. Creative Constructive Principles

Every teacher will feel encouraged to develop their creativity potential if supervision can build a fun work environment, not through an approach that creates fear. Supervision must also adhere to Pancasila, which serves as the fundamental principle and main basis in carrying out duties and responsibilities. In addition, the principles of education can be divided into positive and negative categories.(Azis Rosmiaty, 2016, p. p. 69)

6. Purpose of Educational Supervision

Educational supervision is an important part of the education management system that functions to ensure the quality of the learning process and outcomes. Conceptually, educational supervision is not only understood as a supervision activity, but emphasizes more on the process of coaching, mentoring, and professional development of educators in a sustainable manner. Therefore, the purpose of educational supervision is oriented towards improving the quality of education as a whole. The purpose of supervision is to control quality, develop professionalism, and motivate teachers. Quality control in supervision means that the principal, as the supervisor, is responsible for monitoring the learning process in the school by visiting the classroom and discussing with the teacher to ensure that the education is able to assess and understand the students' abilities.(Munifah et al., 2024)

In addition, the purpose of educational supervision is to improve the learning process. Supervision allows the principal or supervisor to discover the shortcomings and advantages of

the learning method in the classroom to provide helpful feedback. Thus, supervision can help improve the quality of learning that focuses on the needs of students.(Addini et al., 2022)

The achievement of national education goals is the next goal of education supervision. Supervision, curriculum implementation, use of learning methods, and assessment of learning outcomes can be controlled in accordance with policies and standards. This is in line with the opinion of Haq and Utomo, who stated that supervision increases the effectiveness of education delivery by providing professional guidance while functioning as a tool that can control quality.(Addini et al., 2022) Based on this, it can be concluded that the objectives of education supervision include improving teacher professionalism, improving the quality of learning, and systematically controlling the quality of education. Supervision that is carried out appropriately will contribute significantly to improving the quality of education in educational units.

Teacher Competence as the Foundation of Professional Performance

Teacher competence is the main foundation for achieving high-quality professional performance in the field of education. The role of teachers is not only limited to the delivery of knowledge, but also includes functions as educators, supervisors, directors, and role models for students. As a result, the level of competence possessed by a teacher significantly affects the success of the learning process and the development of students' character. In Indonesia, teacher competence is regulated in detail through national policies, especially in Law Number 14 of 2005 concerning Teachers and Lecturers, which emphasizes that teachers are obliged to master pedagogic, professional, social, and personality competencies. These competencies are interrelated and form a unit that becomes the foundation for the professional performance of teachers in the school environment.(Fitri, 2021)

In practice, pedagogic competence plays an important role as an important aspect that demonstrates the teacher's ability to handle the learning process effectively. Teachers who master pedagogic competencies in depth are able to understand the characteristics of students, organize learning activities that suit their needs, carry out learning that involves active interaction, and conduct comprehensive evaluations. The professional performance of a teacher cannot be separated from the understanding of this aspect, considering that the essence of their profession lies in the task of teaching and fostering students. Teachers who are sensitive to differences in learning styles, social origins, intellectual abilities, and emotional states of students will succeed in producing more meaningful learning experiences. This approach is in line with the contemporary educational model that places students at the center of the learning process, so teachers are expected to design approaches and techniques that are adaptive, creative, and responsive to the personal needs of each student.(Hidayat et al., 2021)

Professional competence also functions as a key element that shapes the overall performance of teachers. A professional teacher must have a broad insight into the substance of learning, in order to be able to convey knowledge correctly, on target, and in accordance with the current situation. Mastery of this material is not limited to the curriculum alone, but includes its relationship with scientific developments, technological innovations, and emerging social problems. Professional teachers can integrate various learning resources, utilize educational technology tools, and prepare teaching materials that meet the needs of the times. In today's digital era, the need for professional competence is increasing, because teachers are expected not only as informants, but also as companions who facilitate students in exploring knowledge through various forms. The stronger the professional competence of a teacher, the

more optimal the results of his work in producing a trustworthy, contextual, and high-quality learning process.(Utami & Hasanah, 2020)

Personality competence also supports the professional performance of teachers, which is closely related to the moral values and ethics of the profession. Teachers are figures who interact directly with students every day, so their attitudes, behaviors, and integrity act as an example for them. These competencies include emotional maturity, honesty, responsibility, exemplarity, and consistency in applying positive values. Teachers with strong personalities will find it easier to build student trust, maintain authority, and create a harmonious learning environment. In the context of professional performance, this personality competency is crucial because it determines the quality of interpersonal relationships that affect students' motivation and character development. Strengthening personality competencies is also the foundation for forming teachers who can carry out their duties with ethics and full dedication.(Aliyah et al., 2019)

Social competence shows the ability of teachers to build effective relationships with students, educator colleagues, parents, and the surrounding community. Teachers who are able to communicate well and show empathy will find it easier to collaborate and cooperate to support the success of education. These competencies also include understanding local norms and culture, being part of the school community, and contributing to useful social activities. A teacher's professional performance is not only measured by his or her teaching ability, but also by his or her role in the social context of education. With strong social competence, teachers can bridge the various needs and challenges of students and society, so that education becomes more inclusive, humane, and meaningful.(Amin, 2019)

Overall, teacher competence serves as the main foundation that ensures that the teaching profession is carried out based on expertise, moral values, and professional responsibility. These four competencies cannot be separated from each other, because they all reinforce each other in the formation of comprehensive teacher professionalism. The performance of professional teachers will be reflected in how they plan, implement, and evaluate the learning process; from the way they build positive social relationships; as well as from their integrity as educators. Therefore, the development of teacher competencies needs to be carried out in a sustainable manner through education and training, self-reflection, collaboration between teachers, and the use of technology and learning resources. In this way, teachers can improve the quality of their performance in line with the development of the times and the needs of students.(Yunus, 2016)

Finally, the professionalism of teachers not only serves as a requirement set by regulations, but is also an essential element for building a high-quality and competitive education system. Teachers who have strong competence will form a young generation who are intellectual, virtuous, and equipped with the ability to think critically and creatively. Thus, improving teachers' abilities needs to be the main focus in all efforts to improve the quality of education, both at the school level and in state policies.(Mulyasa, 2011)

The Role of Supervision in Teacher Competency Development

Curriculum revisions, technological advances in the field of education, and public expectations for better quality learning outcomes, encourage teachers to constantly improve their abilities in pedagogic, professional, social, and personality aspects. However, the real conditions on the ground reveal that not all teachers can fully meet these expectations. Some teachers experience obstacles in understanding the application of the curriculum, integrating

technology into the learning process, or establishing productive interactions with students.(Ruslandi et al., 2025)

Educational supervision plays a role as one of the main strategies in the development of teachers' professionalism, which aims to support the improvement of their abilities. Supervision is not just an assessment mechanism, but a systematic, continuous mentoring process that involves active participation. Through this supervision, education plays a crucial function to guarantee that each educator has sufficient skills in carrying out his or her responsibilities. Supervision that is well carried out is able to guide teachers to find weak points, overcome deficiencies, and maximize their potential.(Ruslandi et al., 2025) However, the implementation of supervision in education is still faced with various challenges, such as time constraints, lack of training for supervisors, and limited teachers' understanding of the benefits of supervision. In addition, supervision methods that are less innovative and tend to be formalistic often do not produce a meaningful impact on improving teachers' competence.(Ruslandi et al., 2025)

Educational supervision is a professional development activity that is carried out in a structured and sustainable manner to support teachers in improving the quality of their performance when carrying out educational responsibilities. According to Sergiovanni and Starratt, educational supervision is a collaborative process between supervisors and teachers that aims to improve the quality of teaching through observation, feedback, and guidance.(Akram et al., 2018)

Supervision has two main functions, namely as an instrument for evaluation and development. Evaluation is intended to measure the level of teacher performance compliance with the standards that have been set, while development emphasizes more on improving teachers' abilities. According to Wahyudi, effective supervision should be oriented to the needs of each teacher and apply participatory methods.(Wahyudi et al., 2020)

Some of the principles of education supervision revealed by Sudjana include: (Ramadhan, 2017)

Openness: Supervisors are required to build transparent and trusting relationships with teachers.

Development-oriented: Supervision needs to be focused on improving the professional competence of teachers.

Data-driven: Supervision should be based on factual information gathered through field observations.

Ongoing: Supervision is not an occasional activity, but an ongoing process.

The Relationship between Supervision and Teacher Performance Improvement

In order to optimize supervision, a quality training program is needed for education supervisors. The training should include elements such as delivering constructive feedback, classroom observation techniques, understanding of teacher professional development, and efficient communication skills. In this way, education supervisors will be equipped with appropriate instruments and adequate knowledge to support the improvement of teachers' attitudes and performance in the field of education. This study reveals a meaningful correlation between supervision and teacher performance and attitudes in the context of education. Good and effective supervision is able to form a positive attitude of teachers, which further contributes to improving teacher performance. Therefore, continuous steps are needed to improve and strengthen supervision in the education system in order to facilitate the

professional growth of teachers and achieve more optimal educational outcomes.(Sergiovanni, 2007)

The theoretical implications of the relationship between supervision, performance, and teacher attitudes have an important influence in the world of education. Here are some theoretical implications that can be drawn from this study:(Rahawarin & Arikunto, 2015)

1. This study makes a theoretical contribution to improving the understanding of the role of supervision in improving teacher performance and perspective. His findings show a direct relationship between supervision and the teacher's perspective, as well as an indirect relationship between supervision and performance through the mediation of the teacher's perspective. The conclusion is that effective and high-quality supervision can be an important component in creating an environment that supports the development of better teachers' perspectives.
2. An additional theoretical implication is the recognition of the role of the teacher's perspective as a mediator in the relationship between supervision and performance. In this study, the teacher's perspective functions as a bridge between supervision and performance, showing how important it is to pay attention to and understand internal factors such as the teacher's perspective in influencing teacher performance. As a result, it is important for education supervisors and education practitioners to pay attention to the development of the teacher's perspective.
3. One additional theoretical implication is the understanding of the importance of sustainability in improving teacher performance. This study found that supervision is a component that can improve teachers' perspectives and in turn influence performance. Therefore, to achieve continuous performance improvement, a continuous supervisory approach is required. This means that sustainability in the training and development of educational supervisors as well as the development of an organized and sustainable supervision program is necessary.
4. In the context of the relationship between supervision, teacher perspective, and performance, the importance of teacher professional development is theoretically demonstrated. Effective supervision not only aims to improve performance but also helps the professional growth of teachers. As a result, more money is needed for teacher training and development for topics such as self-reflection, pedagogical skill development, and the application of best practices in teaching. Therefore, supervision can be a useful tool to improve teacher performance as well as student learning outcomes.

Overall, the theoretical implications of the relationship between supervision, performance, and teacher attitudes provide a better understanding of the role of effective supervision in creating an environment conducive to fostering positive teacher attitudes and improving teacher performance. These theoretical implications can assist education supervisors, educational practitioners, and researchers in developing strategies and policies that support their professional advancement.(Rahawarin & Arikunto, 2015)

Staff development and educational management in educational institutions are strongly influenced by the managerial effects of the relationship between supervision, performance, and teacher perspectives. First of all, education management must create a working supervision program. A good program should provide clear guidelines and standards, as well as appropriate observational tools and methods to provide feedback, support teachers in improving the quality of teaching, and education management can ensure that teachers

receive the guidance and support necessary to improve their pedagogical skills.(Sergiovanni, 2007)

In addition, significant managerial consequences include improved communication and cooperation between teachers and education supervisors. For effective supervision, both parties need to communicate openly and trust each other. Education management must ensure that there is good communication in the workplace. This can be achieved through regular meetings, group discussions, or digital communication tools. It is recommended that education supervisors and teachers work together to plan learning, share best practices, and address teaching issues. Educational management can foster positive working relationships between school supervisors and teachers as well as the exchange of useful knowledge and experience.(Sergiovanni, 2007)

This management influence also focuses on the professional development of teachers. Education management should provide teachers with the opportunity and support to attend relevant professional development training and programs. This training may include the use of technology in learning, pedagogical training, or classroom management skills. By providing this opportunity, education management can strengthen teachers' capacity to handle the demands and changes in education. Teacher professional development can have a positive impact on the quality of student learning and improve teacher motivation and performance. Finally, as part of supervision, education management must implement a functioning feedback system. To provide constructive and supportive feedback, education supervisors need to have sufficient skills and knowledge. A good feedback system should have a follow-up mechanism that ensures that the education superintendent's suggestions and recommendations are implemented and incorporated into teacher planning and development. With a good feedback system, education management can ensure that education supervisors and teachers work together to improve the quality of teaching and achieve better learning goals.(Darling-Hammond et al., 2017)

Overall, a managerial understanding of the relationship between supervision, performance, and teacher perspectives provides important guidance for education management in developing strategies and policies to improve teacher performance and create a positive work environment. By implementing effective supervision programs, improving communication and collaboration, and providing support for teacher professional development, education management can achieve the goal of improving teacher performance and improving the overall quality of education.(Sahertian, 2020)

Conclusion

Educational supervision can be interpreted as a process of professional development that is carried out systematically, structured, and continuously, which has a crucial role in improving the abilities and performance of educators. More than just a supervisory function, supervision plays a role as mentoring based on scientific, democratic, collaborative, and constructive and creative principles, so as to support teachers in building pedagogical, professional, personality, and social competencies as a whole. Successful implementation of supervision has been shown to be effective in forming positive professional attitudes among teachers, such as increased motivation, sense of responsibility, and readiness to accept innovations in the teaching-learning process, which ultimately contributes to improved their performance. Therefore, educational supervision functions as a strategic tool to improve the quality of learning and education as a whole, so that it must be carried out consistently,

continuously, and supported by adequate supervisory abilities to achieve maximum educational goals.

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