

## THE IMPLEMENTATION OF ACADEMIC SUPERVISION BY MADRASA SUPERVISORS IN CIANJUR

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**Abstract :** *This study aimed to analyze the planning and implementation of academic supervision conducted by madrasa supervisors. A qualitative approach with a descriptive method is applied to produce meaningful findings about the object under study. Data collection techniques used were interviews, documentation, and observation. Data analysis was performed with qualitative indicators. The results showed that the supervisors of madrasa in the Ministry of Religion in Cianjur had compiled an academic supervision program. Academic supervision is done by individual and group methods. The techniques applied include individual meetings, class observations, class visits, group discussions, training, and group meetings. The success of the academic supervision program is supported by the creation of a harmonious relationship between supervisors and teachers in understanding problems, obstacles, and agreeing on alternative solutions.*

**Keywords:** *Academic Supervision, Individual Techniques, Group Techniques.*

### **Introduction**

The quality of learning in madrasas is supported by supervision. In this case, supervisors carry out the function of academic and managerial supervision. This is in line with the Regulation of the Minister of Administrative Reform and Bureaucratic Reform Number 21 of 2010 concerning Functional Position of School Supervisors and Credit Scores, Chapter II article 5 which states that the principal duties of school or madrasa supervisors and Islamic teaching is

carrying out academic and managerial supervisory duties in the education unit which includes the preparation of supervision programs, the implementation of coaching, monitoring the implementation of eight of National Education Standards, evaluating teacher, professional guidance and training, evaluating the results of the supervision program implementation, and implementing supervisory tasks in special areas.<sup>1</sup> Based on it, madrasa supervisors are required to have adequate qualifications and competencies to be able to carry out supervisory duties.

Etymological, supervision according to Ametembun (1993), consists of two words, super and vision, super means above or more and vision means see, view, and monitor. The meaning contained in that understanding, that a supervisor has a position or position more than the supervised person, his job is to see, view or supervise the supervised people.<sup>2</sup>

In this etymological connection, "supervision" is derived from the words "super" and "vision", which each word means up and vision. So, etymologically, supervision means vision from above. Such an understanding is a figurative meaning which describes a position that sees a higher position than what is seen.

In Webster's New World Dictionary, the term of super means "higher in rank or position than, superior to (superintendent), a greater or better than others". Whereas the word vision means "the ability to perceive something is not actually visible, as through mental acuteness or keen foresight (1492).

Supervisor should be professional. In carrying out his duties, he acted on the basis of scientific principles to improve the quality of education. Supervising requires strengths that can see sharply the problem of improving the quality of education, using sensitivity to understand it and not just using ordinary eye sight. He fostered an increase in academic quality through the creation of better learning situations, both in physical and non-physical environments.<sup>3</sup>

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<sup>1</sup> Peraturan Menteri Pendayagunaan Aparatur Negara dan Reformasi Birokrasi Nomor 21 Tahun 2010 tentang Jabatan Fungsional Pengawas Sekolah dan Angka Kreditnya

<sup>2</sup> Depdiknas. *Penyusunan Program dan Pengawasan Sekolah*. (Jakarta: Ditjen Dikdasmen, 2008), h. 1, Depdiknas. *Metode dan Teknik Supervisi*. (Jakarta: Ditjen Dikdasmen), h. 2

<sup>3</sup> Rudi Ahmad Suryadi dan Aguslani. *Supervisi Pendidikan Teori dan Praktek*. (Bandung: Rosda Karya, 2018), h. 14

In the view of Harahap, the term supervision is often interpreted as "supervision of instruction", which in Indonesian means supervision of teaching. Understanding supervision like this is often associated with the reader leads to the field of teaching, whereas supervision is there in every activity in education.<sup>4</sup> Ary H. Gunawan argues that supervision is adopted from the English "supervision" which means supervision or oversight. People who carry out supervision work are called supervisors.<sup>5</sup>

In several citations made by Daryanto, there are several definitions of supervision. First, in the Dictionary of Education, Carter V. Good provides educational supervision limits as follows: "Supervision is the effort of school officials in an effort to lead teachers and other officials, in improving teaching, including stimulating, selection, growth of position, development teacher, and improve educational goals, teaching materials, teaching methods and evaluations." Second, Mc. Nerney, in the Educational Supervision book briefly revealed that supervision is a procedure of giving direction or direction, and conducting an assessment of the teaching process. Third, Alexander and Saylor stated that supervision is an inservice education program and an effort to develop groups together.<sup>6</sup>

Supervision is associated with repair problems. In terminology, the supervision of education as stated by Boardman cited by Daryanto is: "Supervision is an effort to stimulate, coordinate and guide the continuous growth of school teachers, both individually and collectively, so as to better understand, and be more effective in realizing all teaching functions, so that they are able and more able to participate in modern democratic societies."<sup>7</sup>

Academic supervision includes mentoring, coaching, and training regarding graduate competency, content, process standards, and assessment standards. The managerial supervision includes mentoring, coaching, and training regarding the standards of educators and education personnel, management, financing, and infrastructure facilities standards (Rudi Ahmad S and Aguslani, 2018: 5)

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<sup>4</sup> Baharuddin Harahap. *Supervisi Pendidikan*. (Jakarta: Damai Jaya, 1993), h. 3

<sup>5</sup> Gunawan, Ary H. *Administrasi Sekolah: Administrasi Pendidikan Mikro*. Jakarta: Rineka Cipta, h. 5

<sup>6</sup> Daryanto. *Administrasi Pendidikan*. (Jakarta: Rineka Cipta, 2001), h. 23

<sup>7</sup> Daryanto. *Psikologi Pendidikan*. (Jakarta: Rineka Cipta, 1999), h. 14

One of them is pedagogical competence measured by the ability to plan learning. The fulfillment demands are made through learning planning documentation. In the context of supervision, this is related to academic supervision.

Glickman (1981) as cited by the Ministry of National Education defines academic supervision as a series of activities to help teachers develop their ability to manage the learning process for the achievement of learning objectives.<sup>8</sup> Academic supervision is an effort to help teachers develop their abilities to achieve learning goals. In this case, the essence of academic supervision is not at all evaluating the teacher's performance in managing the learning process, but rather helping the teacher develop his professionalism abilities.<sup>9</sup>

Academic supervision by supervisors has the role to provide teachers with an understanding of concepts, principles, basic theories, characteristics of student learning development by providing examples of creative, innovative learning, problem solving, critical thinking, and entrepreneurial instincts; guide teachers in preparing Learning Implementation Plans or lesson plans in schools based on content standards, core competencies and basic competencies, and the principles of developing lesson plans; guide teachers in choosing and using strategies, models, methods, and learning techniques; guidance that lead to a scientific process-based approach and can develop a variety of students' potentials; guide the teacher in carrying out learning activities (in class, laboratory, and or in the field) to develop students' potential; guide teachers in managing, caring for developing and using educational media and learning facilities; and motivate teachers to utilize information technology for learning.<sup>10</sup>

Based on this description, academic supervision is more directed at the implementation and fulfillment of teachers in developing learning in accordance with Graduates Competency Standards, Core Competencies, and Basic Competencies. In addition, he is also related to the process of implementing learning and assessment.

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<sup>8</sup> Depdiknas. *Penyusunan Program dan Pengawasan Sekolah*. (Jakarta: Ditjen Dikdasmen, 2008), h. 15

<sup>9</sup> Depdiknas. *Metode dan Teknik Supervisi*. (Jakarta: Ditjen Dikdasmen, 2008), h. 15

<sup>10</sup> Kemendikbud. *Panduan Supervisi Akademik*. (Jakarta: Ditjen Guru dan Tenaga Kependidikan, 2017), h. 16, Kemendikbud. *Panduan Kerja Pengawas Sekolah Tahun 2017*. (Jakarta: Ditjen Guru dan Tenaga Kependidikan, 2017), h. 4

Supervision of learning explained by Kemendikbud helps teachers to be able to conduct quality learning processes and can improve student learning outcomes in accordance with the goals set independently.<sup>11</sup> This is in line with the opinion of Spears which stated that the supervision of learning is "... the process of bringing about improvement in instruction by working with people who are helping the pupils."<sup>12</sup> It is a process of stimulating growth and a means of helping teachers to help themselves .... "In this view, supervision of learning is the process of seeking to improve the learning process through collaboration with people who guide students, the process of stimulating development, and as a medium for teacher to improve themselves. Thus, supervision of learning places more emphasis on encouraging teacher self-improvement in improving the learning process."<sup>13</sup>

### Research Methods

The study uses a qualitative approach with analytical descriptive methods. In this descriptive analytic research process, data analysis is performed using a qualitative inductive approach. The use of descriptive methods with a qualitative approach aims to analyze and describe the reality of the object under study. This qualitative research has a natural background as wholeness by utilizing qualitative methods and conducting data analysis inductively. The source of data is the Supervisors of *Madrasah Tsanawiyah (MTs)* in the Ministry of Religion in Cianjur, which numbered 13 people. Data collection techniques used were documentation, interviews, and observations. Descriptive data analysis was also carried out by checking in the field. Data were analyzed and interpreted to display meaningful field study results.

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<sup>11</sup> Kemendikbud. *Modul Pedoman Pengawasan*. (Jakarta: Ditjen Guru dan Tenaga Kependidikan, 2017), h. 8

<sup>12</sup> Spears. *Improving the Supervision of Instruction*. (New York: Prentice-Hall, 1993), h. 76

<sup>13</sup> Kemendikbud. *Metode dan Teknik Supervisi*. (Jakarta: Ditjen Guru dan Tenaga Kependidikan, 2007), h. 16

## **Results**

### **1. Planning Academic Supervision Programs**

In carrying out academic supervision, it was found that the supervisor arranged an academic supervision plan. This plan was prepared at the beginning of the school year as outlined in the Academic Supervision Plan. They compiled this program based on the instructions in the Appendix to the Regulation of the Minister of Administrative Reform and Bureaucratic Reform. Data in the field shows that all 13 supervisors compiled the planning.

Observation in the field showed that the documents compiled have adjusted to the applicable rules. Supervisors arranged the program with several parts. First, introduction. In this chapter found background, legal basis, goals and objectives, vision, mission and oversight strategy, targets and targets of supervision, scope of supervision). Second, the presentation on the identification and analysis of supervision results containing identification of the results of the previous year's surveillance, analysis and evaluation of the results of the previous year's supervision, and follow-up of the results of supervision. This is done to link ongoing programs in each school year. Third, exposure to the surveillance program. This supervision program consists of a teacher and school principal's coaching program regarding the implementation of Graduates Competency Standards, Content, Process, and Assessment Standards. In this section, there is also an explanation of academic supervision techniques and strategies.

### **2. Implementation of Academic Supervision**

The supervisors carried out an academic supervision program after the preparation of program planning. Findings in the field indicated that the implementation of academic supervision is scheduled according to plan. The fact that some supervisors carried out academic supervision, one of which was conducted on the 3rd week of July which focused on fostering the validation of the Book I of Madrasa Curriculum. This arrangement is included in one aspect of academic supervision, especially in the fulfillment of Graduate Competency Standards and Content Standards in educational units. Likewise, there were 5 supervisors who carried out the guidance to fulfill the assessment standards on the 4th week of November. This is done to foster and guide the teacher in conducting the analysis of the Final Assessment grid which is conducted on the 1st week of December. The ability of teachers to analyze this, according to them, is

considered important in fulfilling the substance of assessment by educators based on Minister of Education and Culture Regulation Number 23 of 2016 concerning Assessment Standards.

The implementation of the academic supervision program is determined by the technical and strategy carried out by the supervisor. In this regard, there are two techniques carried out by supervisors, namely individual and group supervision techniques.

Individual supervision is carried out by the supervisors to certain teachers and is individual. In this individual supervision, all supervisors implement it by dealing with teachers, especially to teachers who have problems.

Interview and documentation study on the program's reliability were obtained information that the supervisors conducted academic supervision with several techniques such as class visits, class observations, individual meetings, class visits, and self-assessment. These techniques are carried out differently in each unit of madrasa. Supervisors did not do all of these techniques on one built unit. In one foster unit using class visits and in other foster units using classroom observation. Kamaludin, one of the supervisors, said that the diversity of this technique was carried out in accordance with the analysis of the problems faced in the target units. Although the diversity of these techniques arises, the supervisor relatively used these techniques in different situations and conditions in each of the target units.

a. Class Visit

One of the supervisor carried out a class visit technique. This technique was chosen to observe the learning process to obtain the data needed in the context of teacher development. This technique according to Kamaludin is directed to help teachers overcome their difficulties or problems in the classroom. The teacher is guided to pay attention to the problems experienced. Class visits are carried out carried out with notice or without prior notice.

Analysis of the class visit documents found several stages carried out. First, preparation. This stage is carried out with proof of time planning documents, goals, and ways to observe during class visits. Second, observation of the learning process. Observation of the learning process is measured through instruments arranged specifically related to the substance of the Process Standards. Supervisors used this instrument by adapting from the applicable supervision manuals.

Third, the final stage of the visit. At this stage, the supervisor together with the teacher visited determines the appointment agreement to discuss the results of observation. This was stated by Kamaludin as the harmony of the two parties in analyzing problems to improve the quality of learning. Fourth, supervisors follow up on the third stage.

The fact showed that class visits are done quite well. Some supervisors have been able to reveal aspects that must be improved in learning. The meeting between supervisors and teachers shows mutual understanding in understanding the problem to improve the quality of learning.

#### b. Class Observation

Class observation is directed to understand the problems in learning. Observations made reveal the accuracy of the object being observed. All supervisors made observations armed with learning observation instruments in accordance with the substance of the Process Standards. The object in the instrument consists of an operational description of the learning phase in accordance with the spirit of the Minister of Education and Culture Regulation Number 22 of 2016 concerning Process Standards.

The data was found that the classroom observation instrument was directed at the perspective of Curriculum 2013. The observed stages of learning included several things. First, preliminary activities, which consist of apperception and motivation, the relationship of current learning material to the experience of students or with previous themes, asking questions that are related to the theme being taught, and encouraging students to dynamically do something related to the material. Second, the core stages consist of mastery of the material, the application of learning strategies that educate, the application of scientific approaches, the implementation of authentic assessment, the utilization of learning resources, learning media, triggering or maintaining the involvement of students in learning, and the use of correct and appropriate language in learning . Third, closing activities.

Cecep Ridrid, one of the supervisors, stated that this observation was carried out both at the beginning, core, and end of the learning activities. In the instrument that was compiled, also found space to record some of the problems and difficulties made by the teacher in the learning process.

As with class visits, the implementation of classroom observations by the supervisor is done through several stages. This was analyzed through documentation studies. First, prepare for class observations. Second, the implementation of classroom observations. Third, closing class observations. Fourth, the assessment of observations. Fifth, follow up.

c. Individual meeting

In the field, implementation of supervision is carried out by supervisors through individual meetings. Ela Suhaela, one of supervisor, provided information that this meeting led to meetings, dialogues, and brainstorming between supervisors and teachers. This has been done in one of the target units in the framework of developing learning devices that are in accordance with regulatory developments. In other units, she met with teachers to improve teacher competence in the learning process and analyzes weaknesses that appear to be corrected.

On another supervisor, Endas Wahidin, this individual meeting was held not to blame or judge the teacher. He conducted an individual meeting at one of the target units by encouraging them to be able to face difficulties, giving direction, and also making agreements to formulate solutions to each problem encountered.

d. Interclass visit

In addition to the three implementation techniques above, there are interesting findings regarding interclass visit. Endas Wahidin, in this case had done it in one of the target units. This technique is dominated by teachers. In this case, the supervisor designed the program with the main actor visiting was the teacher. Interclass visits that are designed involve teachers in certain classes visiting other classes at the same school. The instrument used is the same as the classroom observation instrument. Interclass visit are designed by supervisors to obtain new data and experiences from peers, especially regarding the learning process that is carried out.

The teacher who carries out the visit is chosen. The selection is considered for teachers who are considered capable of providing new experiences for other teachers. The selected teacher is given the necessary instruments and other facilities. In its implementation, supervisors still observe the visit carefully and thoroughly. The supervisor also notes important things about the phenomenas that

appear. This is evaluated by means of personal meetings, affirmations, and certain assignments.

The supervision techniques above are carried out individually. Individual supervision has been carried out by supervisors in Cianjur and can run quite well in accordance with the substance of the supervisory task. A technique that is rarely done is self-assessment. This technique is rarely seen as not easy for the teacher. In addition to assessing learning outcomes, the teacher evaluates himself.

Analysis of the data in the field shows that the supervisors carry out academic supervision with group techniques. This technique is carried out on a group of teachers who have problems, weaknesses, also the same needs are gathered into one. Academic supervision of the group is carried out with techniques.

a. Meeting

Supervisors carried out this meeting in accordance with the plans that have been prepared. This meeting was conducted by Dede Suryadi, in one of the target units by holding periodic meetings with teachers in the guided madrasas. The documents obtained show attendance lists, minutes, and evidence of teacher meeting activities regarding the deepening of the substance of the preparation of the syllabus and lesson plans in accordance with the latest process standards. At this meeting, presented socialization material regarding the preparation of the Syllabus and the latest lesson plan based on Minister of Education and Culture Regulation Number 22 of 2016 concerning Process Standards.

Group supervision is also carried out with the involvement of the Subject Teachers' Conference (*Musyawah Guru Mata Pelajaran/MGMP*). This has been done by several supervisors who provide guidance to the MGMP, especially regarding learning documentation. Research documentation related to this matter leads to the process of compiling annual programs, semester programs, analysis of base competency, syllabus, and lesson plans. The supervisor compiled the material presented at the MGMP meeting.

b. Group discussion.

This group discussion is held by forming groups on teachers of similar subjects. Ela Suhaela did it with the process of providing guidance, guidance, advice and suggestions as needed.

c. Training

In the filed data, supervisors obtained information with some of their colleagues organizing training in the academic field. One of the data found is training in the preparation of Madrasah Curriculum arrangement. This training involved the Madrasah Curriculum Development Team and several teachers who were gathered under one specific training condition. This training involves several madrasahs with their teams put together in a certain place. This technique is carried out through education and training with a supervision mechanism several days in accordance with the agreed schedule. Supervisors as presenters in this case present the mechanism for the preparation of Madrasah Curriculum which includes analysis of context, formulation of madrasah goals, curriculum structure, regulation of learning load, and formulation of an educational calendar.

As is the case with individual supervision, based on the information above, the supervisors in Cianjur has conducted several group techniques on academic supervision. This showed that the implementation of academic supervision runed in accordance with the substance of supervision.

## Discussion

The phenomenon of academic supervision as presented above showed that Supervisors have carried out an obligation to compile a supervision program and implement a supervision program. These two activities are aligned with the aim of academic supervision, which is to improve and develop teacher competencies in accordance with the tasks they have to carry out, in a continuous manner in line with the development of science. In addition, Supervisors have shown themselves in a strategic position in quality assurance of education. This fact, if confirmed, is in accordance with procedures developed by the Ministry of Education and Culture, especially in the 2017 School Supervisor Work Guidelines.<sup>14</sup>

Data in the field regarding this supervision program showed that the supervision activities began with the preparation of a work program based on the results of supervision in the previous year. Supervision activities carried out by paying attention to the work

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<sup>14</sup> Kemendikbud. *Panduan Kerja Pengawas Sekolah Tahun 2017*. (Jakarta: Ditjen Guru dan Tenaga Kependidikan, 2017), h. 31

program that was prepared. As for what is done in this supervision activity by looking at the documentation of academic supervision planning, including assessment, coaching, and monitoring of each component of the education system, especially on the four standards mentioned above.

Study of documentation on the oversight plan of the 13 supervisors, there is an impression that the form of planning has been determined technically the format and substance of its contents. In this case, the supervisor follows the procedure. Creativity arises in the presentation of the monitoring program, not in the frame or format applied. The findings in the field show that the format and planning frame are arranged uniformly based on the applicable reference.

The implementation of the supervision program has been illustrated in the document. The steps taken include processing and analyzing the results of the assessment, guidance and monitoring. The evaluation is presented in the planning document as a continuation of the results of supervision.

The preparation of the supervisory program mainly in the form of academic supervision planning has referred to the Minister of Education and Culture Regulation Number 143 of 2014 concerning Technical Guidelines for the Implementation of the School Supervisory Functional Position and its Credit Score.<sup>15</sup> The supervisors studied have been able to develop a more detailed program of supervision.

Academic supervision conducted has led to the process of teacher development. Some techniques in their implementation can be formulated in several steps in accordance with the developed procedures, including creating harmonious relationships, developing strategies and media, assessing, and revising.

The creation of a harmonious relationship between supervisors and teachers can be applied by supervisors, for example at individual and group meetings after class visits and observations. This reinforces the assumption that the implementation of academic supervision requires clarity of information between related personnel, in this case

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<sup>15</sup> Peraturan Menteri Pendidikan dan Kebudayaan No 143 Tahun 2014 tentang Petunjuk Teknis Pelaksanaan Jabatan Fungsional Pengawas Sekolah dan Angka Kreditnya

supervisors and teachers. This clarity of information makes the teacher not to be confused and know what is expected by the madrasa.<sup>16</sup>

Communication between supervisors and teachers is seen as effective. This is supported by the supervision documentary record which shows that teachers receive academic supervision as an effort to foster competence, as the principle developed in the Academic Supervision Dimension,<sup>17</sup>

The implementation of academic supervision also shows agreed procedures in accordance with supervisory duties. Supervisors at the research locus have shown a list of teacher competency development using individual and group supervision techniques and can identify and select supervision techniques used to foster teachers.

In addition, a supervisory report was also found that illustrates the extent of the success of the supervisor's task in improving the quality of the education process and outcomes in the madrasah fostered. As the final stage of a cycle of supervision activities is to determine the follow-up for the next year's surveillance program. Follow-up supervision is obtained based on the results of a comprehensive evaluation of all supervision activities in one period.

## Conclusions

Academic supervision as the main task of supervision becomes an important part in improving teacher competency. Academic supervision leads to coaching, mentoring, and increasing teacher competence in developing academic aspects, especially on the achievement of the achievement of Graduates Competency Standards, Content, Process, and Assessment Standards. These four standards become important mandates in the education which are based on Government Regulation Number 32 of 2013 as a change from Government Regulation Number 19 of 2005 concerning National Education Standards.

In carrying out academic supervision, supervisors implement it in individual and group techniques. Individual supervision techniques chosen include individual meetings, class visits, and class observations.

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<sup>16</sup> Depdiknas. *Metode dan Teknik Supervisi*. (Jakarta: Ditjen Dikdasmen, 2008), h. 23

<sup>17</sup> Depdiknas. *Penyusunan Program dan Pengawasan Sekolah*. (Jakarta: Ditjen Dikdasmen, 2008), h. 16

The group supervision techniques applied include group meetings, MGMP meetings, and training. The success of these two forms of implementation is supported by the creation of a harmonious relationship between the supervisor and the teacher. This harmonious relationship gives positive results to the teacher as the subject of supervision in understanding problems, obstacles, and follow-up to improve the quality of learning through strengthening teacher competence.

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