

The Effectiveness of Supervision Program At Madrasah Aliyah in Pesawaran Regency

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Article Info

History Article:

Received 10th January 2020

Accepted 09th August 2020

Published 23rd December 2020

Keywords:

Program Effectiveness, Monitoring, Madrasah Aliyah

Abstract

This study was aimed to uncover and describe the implementation of the supervision program at *Madrasah Aliyah* (Islamic Senior High School) in the Pesawaran Regency of Lampung, Indonesia. The study was focused on the supervision program's preparation and evaluation of the supervision program's implementation. The study employed the descriptive-qualitative approach. The data collecting techniques are with observation, interview, and documentation as the data collecting techniques. The data was analyzed through data reduction, data display, and conclusion and verification. The results of the analysis showed that 1) there were weaknesses found in the preparation of the supervision program, specifically in the patterns and content similarities of the supervisory documents and lack of consideration toward the differences of the levels of each *madrasah* unit; 2) the effectiveness of the supervision program implementation has been achieved because the supervisors have well implemented the stages of the supervision program through the integration of the principals and the teachers' programs; 3) the evaluation of the implementation results discovered the supervisors' discrepancy, standards, and real targets (performance) to be used as reference materials in the preparation of supervision program in the following year.

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p-ISSN 2252-7001

e-ISSN 2502-454X

INTRODUCTION

Islamic education is personal development in all aspects so that humans can achieve their goals and roles as creatures created by God and as the leaders on earth. Langgulong (2019) states that the highest educational goal in Islam is to create *abid* human beings. According to Syafe'i, (2015), there are two main objectives of Islamic education, namely physical goals (*ahdaf al-jismiyyah*) and spiritual goals (*ahdaf al-aqliyyah*). Islamic education requires educational institutions. The Islamic educational institutions in the era of industry revolution 4.0 should organize the educational process and create professional teachers, create competitive graduates, obtain adequate funding for the educational process, and optimize the performance of the teachers, supervisors, and the whole resources. Therefore, the role of supervisors in madrasas as Islamic educational institutions is very important.

Mustakim states that the Indonesian teacher association proposed to the Ministry of Education and Culture of the Republic of Indonesia to remove the supervisory position because school supervisors' existence and role in educational practice have not been much significant. The success and progress of a school are more related to the principal's figure and leadership than the figure of a school supervisor. When viewed from the duties and functions as the assurance of the quality of education, school supervisors have a very strategic role in delivering education. However, in the practice of supervision, it must be admitted that many school supervisors are trapped informal and administrative tasks. As a result, the existence of school supervisors is a burden. School supervisors have not provided benefits for increasing teachers' and principals' competence, which will affect the school's progress (Mustakim, 2019).

This contradiction is a new phenomenon that is interesting because, theoretically, organizational effectiveness will increase by utilizing existing resources

(Gammahendra, 2014), where the supervisors are part of the existing resources.

The effectiveness of an organization can be increased by utilizing the existing resources (Gammahendra, 2014). If an Islamic educational organization's management runs well, the output of Islamic education will be excellent. The community will choose an Islamic educational institution as the right place for the children to develop their religious potential, self-control, personality, intelligence, noble character, and life skills (Sagala, 2012).

One of the Indonesian people's education problems is the low quality of education at every level of education, mainly primary and secondary. It is in line with the low education rank when compared to other countries in the world. Many factors determine education's success, starting from schools' facilities and infrastructure, the economic condition of parents, teachers, school supervisors, and many other factors (Kurniawan, 2016). Various attempts have been made to improve the quality of national education, including the efforts to train and improve teachers' competencies, procurement of books and learning tools, improvement of educational facilities and infrastructure, and improved management (Qomar, 2007).

Furthermore, how do we know the success of an Islamic education program in terms of its institutional aspects, Islamic educational institutions' ability to utilize resources, and to improve learning abilities as optimal as possible (Qomar, 2007)? According to Mulyasa, educational qualities emphasize the input, process, and output of education (Purwanto, 2007).

The success of an Islamic educational institution requires the presence of supervisors. According to Government Regulation No. 19 of 2005 on National Education Standards (NSP), the supervisors' main tasks are monitoring, supervision, evaluation, reporting, and follow-up based on supervision results. Those main tasks are carried out to ensure the quality of educational institutions can be maintained so that the learning process can run

effectively and efficiently (Amiruddin, 2018). The government's role is to supervise the implementation of education in Islamic senior high schools through supervisors. This is in line with Muzaynah's statement that supervisors cannot be ignored in the implementation of the educational system. Well-implemented supervision tasks and functions will contribute to the success of education (Purwanto, 2007).

Suharsimi states that many people use the terms seeing, viewing, or watching for supervision. Morphologically, said supervision consists of two words, super and vision (Arikunto, 2008). According to Ametembun, super means above or more, whereas vision means seeing, viewing and watching. So supervision means seeing, viewing, and watching from above; or at the same time shows that the people who carry out supervision are higher than those seen, viewed, and watched (Ametembun, 2008). Semantically, the experts present various definitions of supervision, but they have the same meaning in principle. Supervision is assistance in the development of a better teaching-learning situation (Tyagi, 2010).

The primary duties of the supervisors are two, namely academic supervision and managerial supervision. Academic supervision is a series of activities helping teachers develop their ability to manage the learning process to achieve learning goals (Prasojo, 2015). Managerial supervision is to foster the principals and the staff of Islamic senior high schools to enhance administration and management quality. Managerial supervision is supervision related to management aspects that are directly related to improving efficiency and effectiveness, including planning, coordination, implementation, assessment, development of educational human resource competencies (HR), and other resources (Mudzakir, 2016). According to *Panduan Kerja Pengawas Sekolah/Madrasah Pendidikan Dasar Dan Menengah* (2017), managerial supervision is the duty of school supervisors to conduct the coaching, monitoring, evaluating, and professional guiding and training activities for

principals and other education personnel in aspects of school management and administration to increase the efficiency and effectiveness of schools in supporting the implementation of the learning process.

Furthermore, to achieve the purpose of supervision, necessary supervision stages need to be considered which include; 1) how the supervisors prepare programs for both academic and managerial supervisions, 2) supervision programs that include semester and annual programs (teacher and school principal development programs, monitoring programs, teacher and principals' performance evaluation programs, professional guidance and training for teachers and school principals, and 3) how supervisors evaluate the results of the implementation of supervision which includes identification of supervision results, analysis of supervision results, and follow-up of supervision results (Susilowati et al., 2017).

Technically, the regional government has arranged the level of Islamic senior high school supervision. The Regional Education Office or The Office of the Ministry of Religious Affairs in the regency/city supervises the primary levels of education, and the provincial offices supervise the secondary level of education (A. Sahertian, 2008). As an integral part of the national education supervision system, supervisors of Islamic senior high schools in the Pesawaran Regency must carry out good academic supervision to the teachers and managerial supervision to the principals and other education personnel in Pesawaran Regency.

Data related to supervision are presented to find out more about Islamic senior high schools' supervision in the Pesawaran Regency. There are 23 Islamic senior high schools consisting of 1 State Islamic senior high school and 22 Private Islamic senior high schools. The supervisors on duty consist of 5 people. One supervisor supervises 1 to 5 Islamic senior high schools. In Pesawaran Regency, only one Islamic senior high school has been accredited A, 8 Islamic senior high schools have been accredited B, 12 Islamic senior high schools

have been accredited C, and 2 Islamic senior high schools have been not accredited at the time of this study. However, they were in the preparation process for the accreditation.

Furthermore, related to supervision, the issues that are often heard are 1) there is a general impression that some Islamic Education Supervisors have low competency, especially in the academic field, so they cannot guide the teachers, 2) There is a tendency for supervisors to prioritize administrative tasks and routine service of teaching and learning activities whereas the academic supervision tasks tend to be rarely performed, 3) there are supervisors who come from structural officials so there is an impression that the supervisors emphasize more formal power/authority in carrying out daily tasks which will create a negative image for the supervisor themselves, and 4) supervision commitment to the profession is questionable because it seems that they are not able to make plans in supervision and guidance.

Furthermore, based on the preliminary research, several problems were identified, namely 1) some supervisors had not been effective in providing services, 2) some supervisors had not fully implemented mentoring on learning activities in terms of utilizing the environment as a learning resource, 3) some supervisors had not yet fully provided guidance to the schools' managers in fulfilling the implementation of national education standards, 4) some teachers did not know their supervisors, 5) some teachers and principals did not understand the main duties of supervisors, 6) lack of cooperation between teachers, principals, and supervisors, and (6) the coaching activities in the framework of fulfilling the eight national education standards in Pesawaran Regency needed to be done.

To find out the effectiveness of Islamic senior high school supervision in the Pesawaran District can be done by providing supervision documents, the preparation of the supervision program, the implementation of the supervision program, evaluation of the supervision results, the guidance and training

program for teachers and principals. Describing organizational effectiveness is not a simple matter because the effectiveness can be viewed from various points of view and depends on who is describing and interpreting it. When viewed from the perspective of productivity, a production manager will describe that effectiveness means the quality and quantity (output) of goods and services. If we introduce this theory into the realm of supervision, and effective supervision is the one that can produce excellent outputs. Cambel JP, in the context of measuring effectiveness, mentions five benchmarks, namely 1) the success of the program, 2) the target, (3) the satisfaction toward the program, 4) the input and output levels, and 5) the overall goals achievements (Cambel, 2019). For this reason, it was deemed necessary to research the effectiveness of the Islamic senior high schools supervision program in Pesawaran Regency, Lampung, Indonesia".

This study aimed to reveal the implementation of the supervisory program done by supervisors, which consisted of the supervision program's preparation, the implementation of the supervision program, and the evaluation of the implementation of the supervision program.

METHOD

This study employed the qualitative-descriptive approach by describing field data in written and oral data from sources (informants) and their observable behaviors. Furthermore, the data obtained in this study had been analyzed and generalized so that the description of the supervision program's effectiveness in the Pesawaran Regency can be presented.

This study developed theories from existing theories to reveal the role of supervisors in Islamic senior high school supervision. This study did not involve the population and sample since the data was taken from informants regarding the planning,

implementation, and evaluation of the supervision programs.

The primary data was obtained through direct sources, including supervisors, school principals, curriculum representatives, and teachers. The data sources were not limited in number. If sufficient data has been obtained, then the research objectives have been met. The selection of data sources was based on the relevance of the task to provide reliable information. The secondary data sources were complementary because they were related to the studied problems. Data obtained from indirect sources usually in the form of important documentation and archives. The secondary data sources consisted of relevant books and important files. The documents were being explored through library analysis because they consisted of records regarding the decision-making process, learning plans, learning process, and learning evaluation.

The data sources were determined through the snowball sampling technique which is selecting informants based on the main characteristics and traits of the population. The insufficient amount of data sources will be completed by other data sources with the same characteristics. Data collection techniques used were interviews, field observations, and documentation.

The steps of data analysis were data reduction, data display, and conclusions and verification. In the data reduction, the researchers summarized the data related to the supervisors' main tasks and the stages of supervision activities. By summarizing the data, it could be convenient for researchers to analyze and interpret the data. In the data display, the researcher displayed the data obtained with a description related to the supervisors' effectiveness. Lastly, in the conclusions and verification, the researchers interpreted the analysis results in a short formulation, explained the sequence patterns, and described the relationships between the studied dimensions.

RESULT AND DISCUSSION

Drucker's practical theory on effectiveness and efficiency describes that effective means doing the right things and efficient means doing things right (Moursi, 2017). Therefore, the main task of Islamic senior high school supervision in the Pesawaran Regency must be carried out properly. Supervision in principle is a noble work that contributes to the actual development of education. In the context of effectiveness, a supervisor will be able to achieve the objectives of supervision properly. Efficiency is more focused on saving process and the effectiveness is more focused on outputs or outcomes. The expected results can be measured quantitatively and qualitatively.

Based on the findings, five Islamic senior high schools supervisors who supervised five Islamic senior high schools in Pesawaran Regency carried out their principal supervision duties through four stages, namely planning the supervision program, implementing the supervision program, evaluating the results of the implementation, and 4) mentoring and training for teachers and principals. For this reason, the researchers describe the findings in several sub-topics as follows;

Preparation of Supervision Programs

At the planning stage, supervisors used management functions in the form of planning functions. Planning is the first process when trying to do good work in the form of thoughts and frameworks so that the objectives can be achieved with optimal results. The preparation of the supervision program is closely related to the main activity of the supervisor. The supervisors' supervision program included the academic and managerial supervision programs, teacher training programs and/or principal training programs, monitoring programs for the implementation of national education standards, teacher and principal performance evaluation programs, and professional guidance and training programs for teachers and principal. The supervision

program contents indicated the supervisors' strategic role in the quality and success of the educational activities in the supervised Islamic senior high schools.

The preparation of a supervision program is called supervision planning. There are five important cases according to Ibrahim to be considered for the success of a plan. Referring to his opinion, a supervisor in the preparation of the supervision program must pay attention to 1) the accuracy and clarity in formulating the objectives of the preparation of the supervision program, 2) pay attention to the timeliness of the plan as well as the objectives to be achieved from the supervision program, 3) pay attention to the relationship between the phases or operational sequences of the plan and the operational responsibility, 4) pay attention to *amaliah* aspects seen from the point of view of the teachers/principals by considering the appropriateness of the plan with the supervisors responsible for the implementation of the supervision program or with the supervisors' partners, the possibilities that can be achieved, and the readiness of planning to conduct continuous evaluation to realize the objectives of the supervision, and 5) pay attention to the organizational capacity of the supervisors as the person responsible for operational supervision or implementation of the supervision program.

The preparation of supervision program's core activity is to compile and have an annual school supervision program which consists of six aspects, namely identity, introduction, evaluation of the results of the previous year's supervision program, annual supervision program, semester supervision program, academic supervision plan, and managerial supervision program, closing, and attachments (Slameto, 2016).

Practically, two things must be followed by supervisors in the preparation of the supervision program, namely how supervisors follow the systematic preparation of the supervision program and how supervisors follow the technical guidelines for the preparation of the supervision program.

The field data revealed that there were several elements contained in the systematic compilation of the supervision program carried out by the supervisors in Pesawaran Regency, namely 1) identity, 2) introduction, 3) evaluation of the results of the previous year implementation of the supervision program which contained; a) identification results of supervision (previous year), b) analysis results of supervision (previous year), (c) follow-up results of supervision as a reference in the preparation of the supervision program, 4) the annual school supervision program which covered; a) teacher and/or principal development program, b) the implementation of monitoring program, c) teachers and/or principals' performance evaluation program, d) teacher and/or principal professional guidance and training program, 5) the schools' first semester program (January to June) and the second semester program (July to December), and 6) supervision plan that covered the academic supervision plan (RPA) and managerial supervision plan (RPM).

Therefore, the supervisors, in principle, have succeeded in implementing the theory proposed by Tjokroamidjojo, (2015) which defines planning as a way of achieving the best possible goals (maximum output) with available sources to make it more efficient and effective. Furthermore, it is said that planning is determining how, when, and by whom the objectives to be carried out.

However, there are at least two main points that are noted and discussed. First, there was a tendency of similarities in the pattern and content of supervision documents prepared by the supervisors. As explained earlier, two things could be the reason, namely a) the supervisors, in terms of preparing supervision programs, referred to the guidelines for the preparation of the same supervision program and b) there was teamwork in drafting the supervision program to produce a pattern of compilation and program contents which was similar among the supervisors based on the information stated on the front page of the document.

Secondly, the first finding showed a lack of consideration toward the reality of different objects of supervision, in this case, it was almost certain that there were conditions differences among the schools. The differences required different plans. For example, in terms of monitoring 8 national education standards in each Islamic senior high school. Considering the different achievements of S between the Islamic senior high schools, the planning of monitoring should not be equalized.

However, the preparation of the supervision program compiled by the supervisors fulfilled several elements of effective planning according to Gusmadi, (2014), that effective planning is planning that fulfills 6 things, namely: written planning, goal determination, the appropriateness between duties and responsibilities, review, and deadline.

The Implementation of Supervision Program

The findings showed that the supervisors had carried out supervision activities based on the prepared supervision program. The implementation of the supervision program covered three aspects, namely carrying out the implementation of teacher and/or principal development program, monitoring the implementation of the 8 national education standards, and carrying out performance evaluations of teachers and/or principals.

Theoretically, the implementation of the teacher development program in Pesawaran had fulfilled the development itself's objective element.

Field data showed that several stages had been done, namely 1) the supervisors in carried out the preparation of the guidance and training program for the teachers and principals, 2) the supervisors implemented teacher/principals professional guidance and training program, 3) the supervisors evaluated their implementation by evaluating the results of professional guidance and training program, 4) the supervisors compiled reports on the results of the evaluation.

The supervision program's implementation is an activity carried out by every supervisor based on the prepared supervision program. The supervision covered three aspects: implementing teacher and principal development programs, monitoring the eight national education standards, and implementing teachers and principals' performance evaluations. Based on the description, it can be said that the supervisors had carried out their primary tasks as supervisors in terms of academic supervision and managerial supervision. Thus, the researchers need to discuss the results of the research based on academic and managerial supervision.

Theoretically, academic supervision is a series of activities helping teachers develop their ability to manage the learning process to achieve learning objectives (Prasojo, 2015). In short, academic supervision is aimed to foster the teachers to improve their quality of teaching. Clinical supervision is part of academic supervision.

The supervisors' guidance and training programs are beneficial in improving the pedagogical competency aspects, fostering professional competence, fostering personal competence, and fostering social competence in principle to improve the competency or quality of the teachers themselves.

The frame of thinking related to the guidance and training program was based on the understanding that the teachers are educators responsible for carrying out education. The education process, which is the central point of the implementation of education, will undoubtedly be more related to teachers who are also the subjects to contribute significantly to improving education quality. Then, there is a close relationship between teachers and the education process in improving the quality of education.

Finally, it can be understood that the Islamic senior high school teachers in Pesawaran Regency have received guidance from the supervisors. The completeness of the physical evidence is an indisputable fact.

The managerial supervision focuses on observing the aspects of school management and the administration that function as supporters in learning implementation. Academic supervision focuses on academic activities in the form of learning either inside or outside the classroom. Managerial supervision is the supervision related to school management aspects directly related to improving school efficiency and effectiveness, including planning, coordination, implementation, assessment, development of educational human resource competencies, and other resources.

The managerial supervision, which covered the guidance, monitoring, evaluation, and guidance and training of the school principals, was optimally carried out by the supervisor. It can be proven by the principals in Pesawaran Regency who showed better performances after supervisors supervised them.

Based on the findings, the supervisors' managerial supervision in Pesawaran Regency was in the form of coaching, monitoring the 8 national education standards, and evaluating the principals' performance. Thus, the dimensions of achievement of objectives and the dimensions of integration and adaptation were fulfilled in implementing the supervision program.

The Evaluation of the Results of Supervision Program

The evaluation on the results of the supervision program had been carried out by the supervisors, which covered four aspects, namely 1) evaluating the results of the implementation of teacher and principal development program; 2) evaluating the results of the national education standards implementation; 3) evaluating the implementation of teacher/headmaster performances evaluation; and (4) evaluating the results of the implementation of teacher/headmaster professional guidance and training programs.

The evaluation of the results of the supervision program carried out by the supervisors had fulfilled the principles of evaluation which covered four elements, namely 1) evaluating the results of the implementation of teacher and principal development program; 2) evaluating the results of the national education standards implementation; 3) evaluating the implementation of teacher/headmaster performances evaluation; and (4) evaluating the results of the implementation of teacher/headmaster professional guidance and training programs (*Panduan Kerja Pengawas Sekolah/Madrasah Pendidikan Dasar Dan Menengah*, 2017). Furthermore, the supervisors made a report of the evaluation at the district/city/provincial levels.

Based on the discussion by observing the supervisor's supervisory documents, the researchers believe that the evaluation conducted by the supervisor had fulfilled the theory of discrepancy proposed by Madaus, Sriven & Stufflebeam. The theory states that discrepancy means inequality. This model stems from the assumption that to find out the feasibility of a program, and evaluators can compare the expectation (standard) to what happened (performance) (Madaus, 1993). By comparing those two things, it can be seen whether there is a gap between the standard set and the actual performance (Mahmudi, 2011).

CONCLUSION

Three conclusions can be drawn based on the analysis. Firstly, the supervision program's preparation can be seen from several aspects, namely mandatory planning that must be written down, determining the objectives to be achieved, planning must be arranged based on the duties and responsibilities, determining the priorities, and conducting a review. Secondly, the supervisory program's implementation can be seen from the dimensions of goal achievement, the dimensions of integration, and the dimensions of adaptation. Lastly, in evaluating the program

implementation, the supervisors used the matrix of comparisons between the expectation (standard) in the form of targets to be achieved and what happened (performance) and actual achievements. By comparing the two things, supervisors knew the gap (discrepancy) to be used as a reference in preparing the supervision program in the following year.

The Ministry of Religion of Pesawaran District needs to pay more attention to Islamic High Schools' development in the Pesawaran Regency. Supervisors are expected to foster, direct, and participate in finding solutions for every obstacle faced by schools, especially in fulfilling eight national education standards. As the leaders responsible for the implementation of education, the principals must be more active and more intense in coordinating with the supervisors. Meanwhile, Islamic high school teachers in the Pesawaran Regency should continuously improve their abilities, especially in the pedagogical aspects, professional aspects, personality aspects, and social aspects.

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