



The Influence of Academic Supervision and Managerial Supervision by School Principals on the Performance of High School Teachers in West Aceh Regency

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ABSTRACT

The supervision conducted by school principals is an effort to assess teacher performance. Academic supervision involves planning, implementation, and evaluation of teaching. Managerial supervision ensures that administrative tasks run smoothly. This study aims to determine the influence of academic and managerial supervision by school principals on the performance of high school teachers in West Aceh Regency. A quantitative approach with multiple regression analysis was used. The sample consists of 123 public high school teachers in West Aceh. Data collection was done through questionnaires. The results show that: 1) Academic supervision has a positive effect on teacher performance, with a t-value of 9.442 > 1.979 and a regression coefficient of 0.651. 2) Managerial supervision also positively affects teacher performance, with a t-value of 9.011 > 1.979 and a regression coefficient of 0.634. 3) Both academic and managerial supervision have a combined positive effect on teacher performance, with an F-value of 47.635 > 3.07 and a determination coefficient (R^2) of 44.3%. This means that 44.3% of teacher performance is influenced by academic and managerial supervision.

INTRODUCTION

Education is a system for improving the quality of human life in all aspects. Throughout history, almost all human groups have used education as a tool for cultural development. School success is influenced by various factors, including students, teachers, principals, goals, facilities, finances, parents, and the community. The school principal is responsible for managing and overseeing the school, including ensuring the learning process runs smoothly through supervision (Murniati & Usman, 2021).

According to Rahman (2021), supervision is the assistance provided by school leaders aimed at improving teacher leadership and other school staff in achieving educational goals. Supervision can be classified into academic and managerial supervision. Academic supervision focuses on improving the quality of teaching through systematic planning, observation, and feedback (Anuli, 2019). Managerial supervision ensures that all administrative activities in the school run effectively, involving planning, organizing, directing, and controlling school resources (Nirmayanthi & Rahman, 2023).

Teachers play a crucial role in education, acting as the main drivers of the learning process. They are responsible for educating and guiding students, as outlined in Law No. 14 of 2005 on Teachers and Lecturers, which defines teachers as professionals tasked with educating, teaching, guiding, training, evaluating, and assessing students (Anwar, 2020). Teachers not only impart academic knowledge but also play a role in developing students' character and societal skills. Therefore, improving teachers' competencies is vital for enhancing the quality of education.

School principals must supervise teacher performance, which includes aspects such as lesson delivery, planning, commitment, discipline, and responsibility (Mardiana et al., 2024). To assess teacher performance, the government has set standards, as outlined in Ministerial Regulation No. 16 of 2007, which include pedagogical, personal, professional, and social competencies. Effective supervision from school principals is essential to improving teacher performance, particularly in terms of pedagogical and professional competencies.

Observations in West Aceh show that principals have not fully optimized academic and managerial supervision, impacting teacher performance, particularly in pedagogical and professional competencies. As a result, teachers struggle with lesson planning and integrating innovative teaching strategies with technology. Effective supervision is expected to significantly improve teacher performance. Thus, the author is interested in conducting research titled "The Influence of Academic and Managerial Supervision by School Principals on High School Teacher Performance in West Aceh.

- Research Problem

The research problem is whether academic and managerial supervision by school principals has a positive effect on high school teacher performance in West Aceh Regency.

- **Research Objectives**

1. To determine the effect of academic supervision on high school teacher performance in West Aceh.
2. To assess the effect of managerial supervision on high school teacher performance in West Aceh.

To analyze the combined effect of academic and managerial supervision on high school teacher performance in West Aceh.

LITERATURE REVIEW

- **Definition of Principal Supervision**

Principal supervision refers to the process of monitoring, coaching, and controlling to ensure the quality of education and school administration runs optimally (Al Fatih et al., 2022). It covers academic and managerial aspects, aiming to enhance teacher and staff performance, and improve student learning outcomes. Unlike inspection, supervision is continuous and involves the development of personnel, teaching improvements, and problem-solving in education (Nuridin, 2023). Effective supervision helps create an efficient learning environment aligned with educational goals and standards (Husni, 2020).

- **Functions and Roles of Supervision**

Supervision ensures that school activities align with standards and support educational goals. It involves class observation, performance evaluation, and teacher development. The main purpose is to improve teaching quality. Supervision also coordinates school efforts, offers leadership, expands teacher experiences, stimulates creativity, provides continuous evaluation, and addresses weaknesses in teaching and learning (Nurhayati, 2018). The principal acts as a coordinator, consultant, group leader, and evaluator (Sholeha et al., 2023).

- **Objectives of Supervision**

The main goal of supervision is to ensure educational quality. This is done by monitoring teaching methods, using resources effectively, and fostering a supportive learning environment. Supervision aims to improve teacher performance through continuous training, feedback, and collaboration (Puspitasari, 2017). Additionally, it identifies and addresses issues in schools to ensure efficient and effective operations (Kalalo & Merentek, 2023).

- **Characteristics of Supervision**

Supervision is constructive, supportive, systematic, and adaptable to school needs. It promotes continuous improvement through evaluation and feedback. An effective supervision process is inclusive, involving all stakeholders to ensure a collaborative and sustainable educational environment (Kuswardani, 2020; Soro et al., 2023).

- **Types of Supervision**

According to Briggs (Maryance et al., 2022), there are four types of supervision based on implementation: corrective, preventive, constructive, and creative supervision.

1. Corrective supervision focuses on finding faults in teachers, which often frustrates them and creates negativity toward the supervision process.
2. Preventive supervision aims to protect teachers from making mistakes by providing rules, limits, and guidelines.
3. Constructive supervision looks forward, focusing on teacher development rather than past mistakes.
4. Creative supervision empowers teachers to take a larger role in improving the learning process, while supervisors encourage and foster creativity.

Burton and Brueckner (Awaluddin & Kholipah, 2018) identify five other supervision types:

1. Inspection focuses on checking whether teachers follow instructions without aiding in their development.
2. Laissez-faire supervision allows teachers to work without guidance, which is not constructive.
3. Coercive supervision is authoritarian, requiring teachers to follow the supervisor's ideas without considering the teacher's input.
4. Training supervision provides guidance, especially for new teachers, but may be outdated.
5. Democratic supervision involves collaboration, distributing responsibilities based on expertise and fostering teamwork.

• **Techniques of Educational Supervision**

According to Gwyn (Nurhasanah & Sadat, 2023), educational supervision techniques are divided into individual and group methods.

1. Individual techniques include class visits, observations, one-on-one meetings, and self-assessments.
2. Group techniques involve team projects, workshops, curriculum labs, guided reading, and professional organizations.

• **Academic Supervision by School Principals**

Academic supervision aims to improve teaching quality. School principals monitor and evaluate teachers to ensure that instructional methods align with curriculum standards and student needs. One popular method is clinical supervision, characterized by assistance rather than commands, mutual agreement on observed areas, and collaborative feedback. It consists of three stages: a pre-observation conference, classroom observation, and feedback discussion (Husna, 2023).

• **Managerial Supervision by School Principals**

Managerial supervision focuses on school leadership and management, ensuring that resources are used effectively to achieve educational goals. According to the Permendiknas No. 13/2007, principals must demonstrate competency in personality, managerial skills, entrepreneurship, supervision, and social skills. Responsibilities include managing school infrastructure, financial resources, student development, community relations, and the use of technology in school management. Effective leadership is key to achieving the school's objectives (Sudrajat, 2023).

- **The Role of School Principals as Supervisors and Managers, and Teacher Performance**

1. **School Principal as Supervisor**

School principals play a crucial role in monitoring, guiding, and evaluating teachers and educational staff. As supervisors, principals ensure effective teaching processes and support teachers' professional development (Rahman, 2021:53). Effective supervision involves collaboration, constructive feedback, and fostering an open environment that encourages innovation in teaching (Angraini, 2024:518). Supervisory activities include motivating teachers, providing necessary instructional tools, developing teaching methods aligned with the curriculum, and building cooperation among staff (Purwanto in Rohmah, 2020:19). The principal also fosters partnerships with the school committee to enhance educational quality.

2. **School Principal as Manager**

As managers, principals are responsible for managing all school resources to ensure effective and efficient education (Wahjosumidja in Tanjung, 2020:89). This includes strategic planning, understanding educational policies, and empowering educational staff. Principals must create a cooperative environment, encourage professional development, and engage staff in activities that support the school's programs (Arifudin, 2021:75).

3. **Teacher Performance**

Teacher performance refers to the evaluation of teachers' work, measuring efficiency and effectiveness. According to the Indonesian Ministerial Regulation No. 16 of 2007, teacher competence is categorized into four areas: pedagogical (understanding students' characteristics and learning principles), personal (integrity, honesty, role-model behavior), social (effective communication and collaboration in diverse environments), and professional (mastery of subject matter, curriculum, and use of technology) (Abas, 2017:90; Jamin, 2018:21; Andina, 2018:209; Ahmad, 2019:88; Utiahman, 2020:217). These competencies are essential for teachers to perform their duties effectively and professionally.

METHODOLOGY

- **Research Approach and Type**

The research method aims to obtain data for specific purposes. This study adopts a quantitative approach, as the data is represented in numerical form and analyzed statistically. Quantitative research is based on positivist philosophy, used to test specific populations or samples, collect data through research tools, analyze quantitative or statistical data, and test hypotheses (Sugiyono, 2018:67). The research type is multiple regression analysis, measuring the relationship or correlation level between independent variables (X1, X2) and the dependent variable (Y). The study aims to determine the relationship between independent variables (academic supervision and managerial supervision) and the dependent variable (teacher performance) in public high schools in Aceh Barat.

- **Research Location and Time**

This study was conducted in public high schools across Aceh Barat from July 15 to September 27, 2024. The detailed research activities are as follows:

No	Date	School	No. of Teachers
1	July 15, 2024	SMA Negeri 1 Meulaboh	15
2	July 25, 2024	SMA Negeri 1 Meureubo	9
3	August 7, 2024	SMA Negeri 1 Samatiga	10
4	August 13, 2024	SMA Negeri 1 Kaway XVI	9
5	August 19, 2024	SMA Negeri 1 Arongan Lambalek	11
6	August 24, 2024	SMA Negeri 1 Pante Ceureumen	11
7	August 28, 2024	SMA Negeri 1 Woyla	11
8	July 25, 2024	SMA Negeri 1 Bubon	10
9	August 7, 2024	SMA Negeri 1 Panton Reu	11
10	August 27, 2024	SMA Negeri 1 Woyla Barat	6
11	September 9, 2024	SMA Negeri 1 Woyla Timur	12
12	September 26, 2024	SMA Negeri 1 Sungai Mas	8
Total		123	

- **Population and Sample**

1. Population

According to Sugiyono (2018:57), "Population is a generalization area consisting of objects or subjects with specific characteristics determined by the researcher to be studied and concluded." In this study, the population includes all teachers in public high schools in Aceh Barat, spread across 12 sub-districts. The population distribution is as follows:

No	Sub-district	No. of Schools	No. of Teachers
1	Johan Pahlawan	8	207
2	Meureubo	3	47
3	Samatiga	1	19
4	Kaway XVI	2	49
5	Arongan Lambalek	1	36
6	Pante Ceureumen	1	20
7	Woyla	1	35
8	Bubon	1	21
9	Panton Reu	1	13
10	Woyla Barat	1	20
11	Woyla Timur	1	12
12	Sungai Mas	1	15
Total		22 schools	494

2. Sample

A sample is "a part or representative of the population under study" (Nurdin & Hartati, 2019:63). Given the population size, time constraints, distance, funding, and workforce, this study uses Simple Random Sampling. According to Arikunto (2017:173), if the research subjects are fewer than 100, the entire population should be sampled. If more than 100, 10-25% may be chosen. Therefore, 25% of 494 (123 teachers) will be the sample.

No	Sub-district	School	No. of Teachers
1	Johan Pahlawan	SMA Negeri 1 Meulaboh	15
2	Meureubo	SMA Negeri 1 Meureubo	9
3	Samatiga	SMA Negeri 1 Samatiga	10
4	Kaway XVI	SMA Negeri 1 Kaway XVI	9
5	Arongan Lambalek	SMA Negeri 1 Arongan Lambalek	11
6	Pante Ceureumen	SMA Negeri 1 Pante Ceureumen	11
7	Woyla	SMA Negeri 1 Woyla	11
8	Bubon	SMA Negeri 1 Bubon	10
9	Panton Reu	SMA Negeri 1 Panton Reu	11
10	Woyla Barat	SMA Negeri 1 Woyla Barat	6
11	Woyla Timur	SMA Negeri 1 Woyla Timur	12
12	Sungai Mas	SMA Negeri 1 Sungai Mas	8
Total			123

- **Data Analysis Techniques**

According to Sugiyono (2018:56), data analysis involves systematically organizing and interpreting data obtained from interviews, field notes, and documentation. The aim is to categorize the data, break it into units, synthesize, identify important aspects, and draw conclusions for easier understanding. This study presents the collected data in tables to facilitate systematic analysis and comprehension.

- **Descriptive Analysis**

Descriptive analysis provides an overview of the research object based on sample or population data without further analysis or generalizable conclusions. Descriptive statistical analysis includes measures such as mode, mean, standard deviation, maximum, and minimum values. Data in descriptive analysis is

typically presented using frequency distribution, bar charts, and pie charts (Sugiyono, 2012:29).

- **Research Procedure**

The research procedure is a series of systematic steps followed in conducting a study from start to finish. This procedure provides a step-by-step guide to ensure that the research is conducted methodologically and yields valid and reliable findings.

Causal quantitative research design can be carried out through the following steps: (a) formulating the research problem, (b) establishing the research objectives, (c) formulating the hypotheses to be tested, (d) collecting data, (e) performing data analysis techniques that include descriptive statistical analysis, prerequisite tests, and hypothesis testing, (f) interpreting the results and discussing them, and (g) compiling conclusions and providing recommendations based on the research findings.

RESEARCH RESULT

1. Descriptive Analysis

This study uses data from questionnaires to measure the independent variables (X1,2), academic and managerial supervision by school principals, and the dependent variable (Y), teacher performance. The sample consists of 123 teachers from public high schools in West Aceh Regency. This section presents the descriptive data for each variable, including the highest score, lowest score, average, and standard deviation. Data processing was conducted using SPSS Version 25.

- **Academic Supervision**

The data for the academic supervision variable was obtained through a 22-item questionnaire, with scores ranging from 1 to 5. The highest possible score is 110, and the lowest is 22. The actual results show a highest score of 110 and a lowest score of 35, with an average (mean) of 91.13 and a standard deviation of 15.30.

Descriptive Analysis of Academic Supervision	
N (Valid)	123
Mean	91.13
Median	96.00
Mode	106.00
Standard Deviation	15.30
Variance	234.39
Range	75.00
Minimum	35.00
Maximum	110.00

The number of class intervals was calculated as 8, with a range of 75 and a class width of 9. The data is distributed with the highest frequency in the 101-110 range (35.8%).

Interval Analysis of Academic Supervision	Frequency	Percent
101-110	44	35.8%
91-100	28	22.8%
81-90	22	17.9%

The academic supervision variable was classified into three categories: high, medium, and low. The majority (64.2%) of respondents rated academic supervision as high.

- **Managerial Supervision**

The managerial supervision variable was measured using a 30-item questionnaire, with scores ranging from 1 to 5. The highest possible score is 150, and the lowest is 30. The actual data shows a highest score of 150 and a lowest score of 42, with a mean of 132.82 and a standard deviation of 21.12.

Descriptive Analysis of Managerial Supervision	
N (Valid)	123
Mean	132.82
Median	142.00
Mode	150.00
Standard Deviation	21.12
Variance	446.37
Range	108.00
Minimum	42.00
Maximum	150.00

The data is distributed with the highest frequency in the 138-150 range (56.9%).

Interval Analysis of Managerial Supervision	Frequency	Percent
138-150	70	56.9%
125-137	18	14.6%
112-124	21	17.1%

Managerial supervision was classified into three categories: high, medium, and low, with 82.9% of respondents rating it as high.

- **Teacher Performance**

Teacher performance was measured using a 27-item questionnaire, with scores ranging from 1 to 5. The highest possible score is 135, and the lowest is 27. The actual data shows a highest score of 135 and a lowest score of 53, with a mean of 119.06 and a standard deviation of 14.02.

Descriptive Analysis of Teacher Performance	
N (Valid)	123
Mean	119.06
Median	123.00
Mode	135.00
Standard Deviation	14.02
Variance	196.65
Range	82.00
Minimum	53.00
Maximum	135.00

The highest frequency of teacher performance scores falls within the 125-135 range (43.9%).

Interval Analysis of Teacher Performance	Frequency	Percent
125-135	54	43.9%
114-124	37	30.1%
103-113	19	15.4%

Teacher performance was classified into three categories: high, medium, and low, with 83.7% of respondents rating their performance as high.

2. Prerequisite Test for Analysis

- **Normality Test**

The normality test was conducted to determine whether the collected data is normally distributed. In this study, the normality test was performed using SPSS Version 22 for Windows with the Kolmogorov-Smirnov test. The criterion is based on the Asymp. Sig (2-tailed) value: if Asymp. Sig (2-tailed) > 0.05, the data is normally distributed; if Asymp. Sig (2-tailed) < 0.05, the data is not normally distributed. Therefore, it can be concluded that the data for the variables academic supervision, managerial supervision, and teacher performance is normally distributed.

- **Linearity Test**

The linearity test determines whether the independent and dependent variables have a linear relationship in the regression model. If Sig > 0.05, the relationship is non-linear; if Sig < 0.05, the relationship is linear.

- **Multicollinearity Test**

The multicollinearity test checks if there is a correlation between independent variables in the regression model. A VIF value below 10 indicates no multicollinearity.

- **Heteroscedasticity Test**

The heteroscedasticity test checks whether there is a variance difference in residuals between observations. Using the Glejser test, if Sig > 0.05, there is no heteroscedasticity.

3. Hypothesis Testing

- t-Test (Partial Test)

The t-test is used to determine the effect of independent variable X individually on the dependent variable Y. The decision criteria are: if $t_{\text{calculated}} < t_{\text{table}}$, then H_0 is rejected; if $t_{\text{calculated}} > t_{\text{table}}$, then H_0 is accepted, meaning there is an effect of variable X on Y.

a) The Effect of School Principal's Academic Supervision on Teacher Performance in Senior High Schools in Aceh Barat

The t-test results show that $t_{\text{calculated}} = 9.442$, which is greater than $t_{\text{table}} = 1.979$, so H_0 is accepted. This indicates that academic supervision by the school principal has a positive effect on teacher performance. The regression coefficient (Beta) is 0.651, meaning that higher academic supervision leads to better teacher performance.

b) The Effect of School Principal's Managerial Supervision on Teacher Performance in Senior High Schools in Aceh Barat

The t-test results show that $t_{\text{calculated}} = 9.011$, which is greater than $t_{\text{table}} = 1.979$, so H_0 is accepted. This indicates that managerial supervision by the school principal positively influences teacher performance. The regression coefficient (Beta) is 0.634, suggesting that higher managerial supervision improves teacher performance.

- F-Test

This test examines whether the independent variables, academic and managerial supervision, jointly affect the dependent variable, teacher performance. The decision criteria are: if $F_{\text{calculated}} > F_{\text{table}}$, then H_a is accepted; if $F_{\text{calculated}} < F_{\text{table}}$, then H_a is rejected.

The F-test results show that $F_{\text{calculated}} = 47.635$, which is greater than $F_{\text{table}} = 3.07$, so H_a is accepted. This confirms that both academic and managerial supervision significantly affect teacher performance.

- Coefficient of Determination

The coefficient of determination (R^2) measures the percentage of the independent variables (academic and managerial supervision) that explain the variation in the dependent variable (teacher performance). The R^2 value is 0.443 or 44.3%, meaning that 44.3% of teacher performance is influenced by academic and managerial supervision.

DISCUSSION

- The Impact of School Principals' Academic Supervision on High School Teacher Performance in Aceh Barat

Based on the research analysis, academic supervision conducted by school principals in public high schools in Aceh Barat is categorized as high, with 64.2% of respondents indicating this. The calculated t-value is 9.442, which is greater than the critical t-value of 1.979, meaning the hypothesis is accepted. This suggests that academic supervision by school principals has a positive impact on teacher performance. Most teachers rated the supervision process, from planning to evaluation, as effective. Principals play their roles as supervisors well, helping teachers improve their competence, motivation, and teaching effectiveness.

- **The Impact of School Principals' Managerial Supervision on High School Teacher Performance in Aceh Barat**

Managerial supervision by school principals in Aceh Barat is also categorized as high, with 82.9% of respondents. The calculated t-value is 9.011, which exceeds the critical t-value of 1.979, confirming the hypothesis. This suggests that managerial supervision by school principals positively affects teacher performance. Principals not only manage but also lead, ensuring administrative and operational tasks are performed efficiently. Effective managerial supervision improves teachers' discipline in planning lessons, conducting evaluations, and managing their classrooms.

- **The Impact of School Principals' Academic and Managerial Supervision on High School Teacher Performance in Aceh Barat**

The combined effect of academic and managerial supervision on teacher performance is supported by the calculated F-value of 47.635, which is greater than the critical F-value of 3.07. The coefficient of determination (R^2) shows that 44.3% of teacher performance is influenced by both forms of supervision. Academic supervision enhances teaching quality, while managerial supervision ensures an organized and well-structured work environment. Together, these types of supervision create a productive school environment, motivating teachers and improving overall school performance.

CONCLUSIONS AND RECOMMENDATIONS

Findings:

1. Academic supervision by school principals positively influences the performance of high school teachers in Aceh Barat, evidenced by a t-value of 9.442, which is greater than the critical t-value of 1.979, and a positive regression coefficient of 0.651.
2. Managerial supervision by school principals also positively affects teacher performance, with a t-value of 9.011 exceeding the critical t-value of 1.979 and a positive regression coefficient of 0.634.
3. Both academic and managerial supervision collectively have a positive impact on teacher performance, indicated by an F-value of 47.635, greater than the critical F-value of 3.07, and a coefficient of determination (R^2) of 0.443, meaning that 44.3% of teacher performance is influenced by these supervisory practices.

Recommendations:

1. School principals are encouraged to conduct continuous academic and managerial supervision to ensure teachers feel consistently monitored, as increased frequency of supervision is significantly linked to improved teacher performance.
2. Schools should maintain a conducive work environment, as such conditions are crucial for enhancing teacher performance by fostering productivity and professionalism in the learning process.

Teachers are advised to continuously improve their performance through training and self-development, actively collaborate with peers, and adhere to guidance from academic and managerial supervision provided by school principals.

ADVANCED RESEARCH

Limitations of the Study

- Limited Scope : This study was conducted only in Aceh Barat Regency, so the results may not be generalizable to other regions in Indonesia with different conditions.

Suggestions for Further Research

- Research in Other Areas : To expand the understanding of the impact of supervision on teacher performance, further research should be conducted in other areas with different characteristics to see if the results are consistent.

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