



Implementation of Academic Supervision at Public Elementary School 006 Sorek Dua and Public Elementary School 014 Sialang Indah, Pangkalan Kuras District

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ABSTRACT

The purpose of this study is to describe how the planning, implementation, and follow-up of academic supervision are carried out at SDN 006 Sorek Dua and SDN 014 in Pangkalan Kuras District, with specific objectives to: (1) analyze the planning of academic supervision conducted by school principals; (2) analyze the implementation of academic supervision for teachers; and (3) analyze the follow-up of academic supervision evaluations carried out by school principals for teachers in both schools. This research employed a qualitative approach with a phenomenological method to explore the experiences of principals and teachers related to academic supervision. The findings indicate that the effectiveness of academic supervision is influenced by the quality of planning, implementation, and follow-up conducted by school principals. (1) At SDN 006 Sorek Dua, planning was systematic, written, data-based, and involved teachers, whereas at SDN 014 Sialang Indah it remained flexible. (2) Implementation at SDN 006 Sorek Dua was communicative, reflective, and marked by the active involvement of the principal in classroom observations and constructive feedback. (3) Follow-up at SDN 006 Sorek Dua was structured through teacher coaching, peer mentoring, and comprehensive documentation, whereas at SDN 014 Sialang Indah it was incidental, weak in documentation, and not yet integrated into teacher development programs.

INTRODUCTION

Improving the quality of basic education requires attention to various factors, one of which is the leadership role of the school principal in carrying out managerial and academic tasks effectively. The principal plays a significant role in supporting teacher professionalism as well as the effectiveness of the learning process in the classroom. The quality of education in elementary schools largely depends on the strategic role of the head of the educational institution, particularly in carrying out supervisory duties in the academic field. Learning supervision not only functions as a form of control but also as a developmental process aimed at helping teachers improve their competencies. Both in planning and in implementing learning optimally, academic supervision plays an important role in encouraging improvements in the quality of the learning process, which in turn positively impacts students' learning outcomes.

According to Yuliana (2023), academic supervision is a professional development process designed systematically, continuously, and responsively to the real needs of educational institutions. The school leader as a supervisor does not merely serve as an administrative inspector but also as a facilitator who assists educators in designing, implementing, and evaluating learning effectively. In her view, ideal academic supervision must meet several key indicators, including planning based on teacher needs analysis and outlined in a systematic work program, direct and objective observation of the learning process in the classroom, and providing feedback through constructive reflective dialogue. In addition, follow-up after supervision is also an important aspect, which can be carried out in the form of mentoring, training, or continuous monitoring of teachers' progress. Through these indicators, academic supervision is not merely a routine activity but also a strategic medium to encourage the improvement of teacher professionalism and the quality of the learning process at the elementary school level.

Academic supervision is regarded as an important instrument in improving teacher professionalism because it provides teachers with systematic guidance, support, and evaluation. According to Glickman, Gordon, and Ross-Gordon (2018), planned and reflective academic supervision can create a conducive learning climate for teachers, motivating them to improve their pedagogical and professional skills. In line with this, Sergiovanni and Starratt (2017) emphasize that supervision should not be interpreted solely as administrative control, but as a form of professional development focused on long-term teacher capacity building.

Mulyasa (2013) explains that the role of the principal as a supervisor is not only to ensure compliance with regulations but also to motivate teachers to be more creative and innovative in the learning process. Furthermore, Permendiknas No. 13 of 2007 explicitly states that supervisory competence is one of the main requirements that a school principal must possess, particularly to assist teachers in designing, implementing, and evaluating learning. Thus, democratic, humanistic, and continuous academic supervision will be more meaningful because it is able to build an equal partnership between the principal

and teachers, ensuring that the results of supervision truly impact the improvement of learning quality in elementary schools.

For academic supervision to have maximum impact, the approach must be democratic and humanistic. The principal should not function solely as an evaluator but also as an equal partner supporting teachers' professional development. Supervision must be conducted periodically and continuously, using valid, objective, and accountable instruments, so that the results truly serve as a solid foundation for teacher development decision-making.

In practice, however, academic supervision still faces various obstacles. Several studies and reports indicate that supervision activities remain largely administrative in nature. Principals often only check the completeness of lesson plan documents without direct classroom observation. Even after supervision, follow-up in the form of coaching or training for teachers is rarely carried out. This situation results in supervision having little significant impact on improving teacher quality and competence. The high workload of principals also hinders optimal supervision, as time available for its implementation is very limited.

The results of a preliminary interview with one principal in Pangkalan Kuras Subdistrict revealed that academic supervision is indeed conducted periodically every semester, referring to a schedule designed in the work planning forum at the beginning of the school year. However, in practice, supervision is often hampered by numerous administrative tasks that must be completed, making supervision more focused on checking learning documents such as lesson plans (RPP), without classroom observation. The principal also admitted that follow-up on supervision results had not been optimal, as it was not always accompanied by subsequent coaching or training activities for teachers.

Initial interviews with several public elementary school teachers in Pangkalan Kuras Subdistrict reinforced these findings. Although academic supervision had been carried out regularly, many aspects were considered less than optimal. Teachers recognized the importance of supervision, especially in providing input related to lesson planning and implementation. However, they also reported that supervision planning was often unsystematic and did not fully consider the real needs in the field. As a result, supervision tended to become a mere formality, without meaningful follow-up in the form of continuous professional development.

Some teachers even felt burdened by academic supervision that placed more emphasis on administrative aspects rather than professional development. Formal supervision, lacking space for dialogue and reflection, made teachers less motivated to grow. This situation indicates that the main goals of academic supervision, namely improving learning quality and teacher professionalism, have not yet been fully achieved in some elementary schools.

Several recent studies reveal that academic supervision plays an important and strategic role in improving learning quality and teacher professionalism. Anggraini and Sudrajat (2021) state that academic supervision integrated with continuous professional development programs has a real impact on improving learning effectiveness. Their research highlights the

importance of follow-up after supervision, such as training or mentoring, so that supervision results truly contribute to improving teacher performance. Fitriyah (2022) found that academic supervision carried out regularly with a humanistic and reflective approach provides teachers with room to develop independently. Teachers who receive support and guidance through supervision are better prepared to face learning challenges and demonstrate strong dedication to improving education quality.

Referring to the various issues outlined in the background, the researcher considers it important to conduct this study because there remains a gap between the practice of academic supervision at the elementary school level and the ideal standards set by national education policy. Although academic supervision has significant potential to improve learning quality and teacher professionalism, its implementation in the field still faces many obstacles, such as its administrative tendency, lack of classroom observation, insufficient follow-up in the form of coaching, and limited time for principals due to heavy workloads.

This study offers novelty through a holistic approach applied in analyzing the implementation of academic supervision in elementary schools. It comprehensively examines three main aspects of academic supervision: planning, implementation, and follow-up. This holistic approach allows the researcher to reveal the interrelationships among these components and how they influence each other in achieving supervision goals. Therefore, this study provides a more comprehensive understanding of the practical implementation of academic supervision, while clarifying weaknesses that need improvement.

In addition, this research contributes by providing a basis for developing an improved model of academic supervision that is more relevant to the needs of elementary schools, particularly in areas facing limitations such as Pangkalan Kuras Subdistrict. The empirical findings from teachers and principals can serve as an initial foundation for formulating supervision strategies that are not merely administrative but also support continuous professional teacher development. By presenting strong contextual evidence, this study is expected to provide new directions for academic supervision policy at the basic education level.

Therefore, the researcher deems it necessary to conduct an in-depth study of how academic supervision planning, implementation, and follow-up take place in elementary schools, particularly in Pangkalan Kuras Subdistrict. This study aims to present a factual and comprehensive picture of the practice of academic supervision, as well as to provide an empirical basis for formulating strategic recommendations to support the improvement of education quality at the elementary level. Based on this urgency, the researcher has chosen the research topic entitled "Implementation of Academic Supervision in Public Elementary Schools in Pangkalan Kuras Subdistrict."

THEORETICAL REVIEW

Definition of Academic Supervision

Terminologically, supervision refers to a developmental process carried out by individuals with higher authority or competence, with the aim of helping others improve their capacity to perform tasks more effectively and efficiently (Sudjana, 1992). Etymologically, the term academic comes from *academia*, which refers to scholarly activities in the educational environment, particularly in the context of teaching and learning. Academic matters include activities directly related to the teaching-learning process, curriculum development, learning evaluation, and the improvement of teacher and student competence, which cannot be separated from pedagogical and managerial principles to enhance the effectiveness and efficiency of education, with teachers playing a central role in ensuring quality implementation (Purwanto, 2021).

Objectives of Academic Supervision

Permendikbudristek No. 25 of 2024 emphasizes that supervision aims to strengthen the role of teachers in creating quality learning that is relevant and adaptive to changing times. According to Wahyuni (2023), consistency in supervision implementation can foster reflective thinking in teachers, ultimately enhancing their creativity and independence in designing learning.

The objectives of academic supervision include improving teaching ability as well as developing teachers' potential and overall quality. According to Sagala (2013), the purpose of academic supervision is to support teachers in improving the learning process and in understanding the quality, development, and function of the school. In addition, supervision also helps teachers implement the curriculum into efficient and meaningful learning practices.

Scope of Academic Supervision

The scope of academic supervision activities needs to be thoroughly understood by supervisors so that implementation can be focused and aligned with the intended objectives. According to Prasojo and Supardi (2016), academic supervision by school principals includes several aspects.

Impact of Academic Supervision

According to Hamid & Lestari (2023), teachers who regularly receive supervision show improvements in lesson planning, subject mastery, and the application of relevant methods. Supervision also strengthens teachers' motivation and confidence in carrying out their duties.

The study by Ramadhani & Yusuf (2022) shows that principals' concern for teacher development through supervision positively influences teachers' commitment and responsibility in performing their duties. Dialogical and humanistic supervision helps create a conducive and productive working environment. Academic supervision has a significant impact on improving teachers' performance in teaching, responsibility, and work motivation through constructive and reflective guidance.

Supervisor Competence in Academic Supervision

Permendikbudristek (Regulation of the Ministry of Education, Culture, Research, and Technology) Number 25 of 2024 states that school principals are required to master four core competencies, namely pedagogical, personal, social, and managerial. In the context of the *Merdeka Curriculum*, academic supervision serves as a means of developing teacher competence to be more innovative, reflective, and adaptive to student-centered learning needs, project-based strengthening, and differentiation. The school principal plays an important role as a facilitator in developing learning communities and guiding teachers to implement differentiated learning and comprehensive formative assessment (Kemendikbudristek, 2023).

Elementary School

Elementary school is the most fundamental level of formal education and plays a strategic role in shaping the intellectual, moral, social, and practical foundations of students. According to Law Number 20 of 2003 on the National Education System, elementary school is part of basic education that lasts for six years and is compulsory for all Indonesian citizens. At this level, children are introduced to various basic disciplines, life skills, and moral values that will serve as provisions for continuing to secondary education. Tilaar (2000) emphasized that elementary schools are not only tasked with teaching academic knowledge but also with shaping children's attitudes, character, and social skills to adapt to community life. In line with this, Mulyasa (2013) describes elementary schools as institutions oriented toward personality, intellectual, and practical skill development through an integrated curriculum.

RESEARCH METHOD

This study employed a qualitative approach with a phenomenological method aimed at exploring in depth the subjective experiences of participants regarding the implementation of academic supervision. The focus of the study encompassed three main aspects of academic supervision at SD Negeri 006 Sorek Dua and SD Negeri 014 Sialang Indah in Pangkalan Kuras Subdistrict, namely:

1. **Planning stage**, which includes preparing supervision programs and the necessary instruments;
2. **Implementation stage**, which covers classroom learning observations, providing feedback to teachers, and the supervision techniques applied; and
3. **Follow-up stage**, which consists of coaching and evaluation activities based on the results of supervision conducted.

These three aspects were used as the basis for analyzing the extent to which academic supervision contributes to improving the quality of learning at the elementary school level.

DISCUSSION

Academic Supervision Planning

Academic supervision planning is a crucial foundation for implementing professional teacher development in schools. Based on observations, interviews, and document analysis, significant differences were found between SD Negeri 006 Sorek Dua and SD Negeri 014 Sialang Indah in terms of supervision planning. At SD Negeri 006 Sorek Dua, planning is carried out in a written and systematic manner, prepared through teacher needs analysis, previous year's supervision results, and discussions with the teaching team. The principal stated: *"Every year we prepare an academic supervision program... The process involves the teaching team... we begin by analyzing teacher needs."* This indicates that the school applies a data-driven and participatory approach in preparing supervision programs, reflecting the principles of Total Quality Management (TQM). This process is further supported by the active involvement of teachers in annual meetings, as well as the preparation of supervision instruments that refer to regulations and are tailored to field needs.

Conversely, although SD Negeri 014 Sialang Indah also prepares annual supervision programs and involves teachers in discussions, implementation tends to be more flexible and is not supported by well-organized documentation. The principal explained that supervision is prepared *"after the semester evaluation meeting"* and is reflective in nature; however, scheduling is incidental, dependent on availability, and often subject to sudden changes. Teachers complained about the lack of prior information, as one noted: *"Sometimes we are only informed on the same day that supervision will be held... I personally feel more comfortable if the schedule is known in advance."* This indicates that a standardized and coordinated time management system is lacking, which ultimately affects teacher readiness and the quality of classroom observations. Furthermore, supervision instruments at this school are not always available, do not consistently meet standards, and are often not disseminated to teachers before supervision takes place. A teacher admitted: *"We are not always informed about the indicators being assessed... we only know after the supervision is completed."*

In terms of documentation, SD Negeri 006 Sorek Dua prepares supervision programs in official documents distributed to teachers at the beginning of the academic year. A teacher stated: *"We were indeed given copies of the academic supervision program... we could read the schedule and the focus areas to be observed."* This approach demonstrates a high degree of transparency and accountability in academic supervision management. Meanwhile, although SD Negeri 014 Sialang Indah has stored supervision documents and started digitizing some archives, schedules and notifications are often delivered at the last minute, which reduces communication effectiveness and transparency.

These findings support Sergiovanni's (1987) statement that effective academic supervision requires structured, collaborative, and continuous planning. Similarly, Glickman et al. (2014) argue that teacher involvement in the supervision process enhances ownership and commitment to improving teaching. Therefore, the practice at SD Negeri 006 Sorek Dua can serve as an example of quality-based academic supervision, while SD Negeri 014 Sialang

Indah still needs to improve supervision governance, particularly in documentation, scheduling, use of instruments, and more formal and systematic teacher involvement. Overall, these findings show that applying Total Quality Management principles in supervision planning not only improves implementation efficiency but also directly impacts teacher readiness and classroom learning quality.

Implementation of Academic Supervision

The implementation of academic supervision plays a strategic role in improving the quality of the teaching and learning process. The findings show that implementation at SD Negeri 006 Sorek Dua is more effective compared to SD Negeri 014 Sialang Indah.

At SD Negeri 006 Sorek Dua, the principal directly observes classrooms, and supervision activities are carried out in a communicative and participatory manner. Teachers noted: *"After supervision, we were invited to discuss... the principal provided constructive feedback, not judgment."* Such interactions create professional reflection spaces that encourage teachers to make continuous improvements. Thus, supervision serves not only as an administrative control tool but also as meaningful guidance.

This finding is consistent with Huda et al. (2022) in the *Journal of Educational Administration and Supervision*, which states that effective academic supervision is characterized by direct observation, open communication, and constructive feedback. Such practices improve teacher performance and have a positive impact on the learning process. Similarly, Nurdin & Sugiyanto (2023) emphasized that principals who are actively involved in supervision and engage in reflective dialogue with teachers foster a positive learning culture in schools. Conversely, at SD Negeri 014 Sialang Indah, implementation still shows many limitations. Observations are more often conducted by school supervisors, while the principal is less directly involved: *"We are often accompanied by supervisors to conduct supervision... due to many activities, I sometimes cannot enter classrooms myself,"* admitted the principal. Teachers also reported: *"We were only asked to complete supervision reports... there was no discussion afterward."* The lack of two-way communication reduces teacher involvement in professional development and reflection.

This condition echoes Putri & Darmawan (2021), who found that supervision that is administrative in nature and lacks reflective interaction tends not to have a significant impact on teaching quality. Herlina et al. (2020) also showed that supervision limited to reporting without follow-up weakens teachers' motivation to develop. Therefore, principals should not rely solely on reports but must be directly involved and provide spaces for professional dialogue.

By comparing both schools, it can be concluded that the effectiveness of supervision implementation is highly influenced by the active role of the principal, the quality of communication with teachers, and the provision of structured feedback. The implementation of academic supervision at SD Negeri 006 Sorek Dua reflects TQM principles such as leadership involvement, continuous improvement, and open communication. This proves that quality-

based supervision not only enhances teacher professionalism but also fosters a school culture that supports quality learning.

3. Follow-Up of Academic Supervision

The follow-up of academic supervision at SD Negeri 006 Sorek Dua and SD Negeri 014 Sialang Indah shows striking differences in terms of systematicity, implementation, and impact on learning quality improvement.

At SD Negeri 006 Sorek Dua, supervision follow-up is carried out through planned and continuous teacher coaching. Coaching is differentiated according to individual teacher needs, involving senior teachers, training based on supervision findings, and informal mentoring that fosters a collaborative culture. Supervision results are evaluated reflectively and participatively, and well-documented as the basis for developing teacher training and competency programs. The utilization of supervision outcomes is proven effective, not only encouraging technical improvements in teaching but also fostering teacher motivation, innovation, and self-confidence. The impact is evident in real improvements in learning quality, such as better teaching materials, more varied teaching methods, and increased student engagement.

This finding is in line with Wiyani (2021), who showed that intensive supervision follow-up through internal training and teacher mentoring improves lesson planning quality and pedagogical skills. Sari & Supriyadi (2020) also highlighted that supervision followed by field-based coaching has a significant impact on teacher confidence and innovation initiatives. Furthermore, Fitriana (2019) emphasized that collaborative post-supervision coaching through teacher working groups (KKG) and peer mentoring fosters a supportive atmosphere for active and reflective learning. Mustika & Haryanto (2022) found that supervision without systematic evaluation and proper documentation loses its function as a professional development tool. Similarly, Ramdani (2021) argued that schools that do not integrate supervision results into teacher training planning tend to stagnate in learning quality improvement due to the absence of consistent feedback mechanisms.

Conversely, at SD Negeri 014 Sialang Indah, supervision follow-up has not been fully optimized. Post-supervision coaching is conducted only when specific problems arise and has not become a systematic routine. Evaluation of supervision results is also limited and not comprehensively documented, thereby having little impact on overall learning quality. Although efforts such as group discussions and program preparation based on supervision results exist, implementation remains inconsistent and uneven. Nevertheless, there are indications that a reflective and collaborative culture is beginning to grow through discussion forums and teacher involvement in improving teaching practices. Therefore, SD Negeri 014 needs to strengthen its documentation system, schedule structured coaching, and integrate supervision results into teacher development planning.

Both schools illustrate that academic supervision carried out consistently, reflectively, and followed by appropriate coaching strategies can make a real contribution to improving learning quality.

CONCLUSION

Based on the findings on academic supervision at SD Negeri 006 Sorek Dua and SD Negeri 014 Sialang Indah, it can be concluded that the effectiveness of academic supervision is strongly influenced by the quality of planning, implementation, and follow-up carried out by the principal.

1. **Planning of Academic Supervision**

SD Negeri 006 Sorek Dua demonstrated systematic, written, data-based, and participatory supervision planning. Meanwhile, SD Negeri 014 Sialang Indah showed more flexible planning with inadequate documentation, frequent schedule changes, and insufficient dissemination of supervision instruments to teachers.

2. **Implementation of Academic Supervision**

At SD Negeri 006 Sorek Dua, implementation was direct, communicative, and reflective, with the principal actively observing classrooms and providing constructive feedback, thus creating a positive developmental atmosphere. In contrast, at SD Negeri 014 Sialang Indah, implementation was dominated by administrative approaches, with limited principal involvement and minimal reflective interaction after observations.

3. **Follow-Up of Academic Supervision**

At SD Negeri 006 Sorek Dua, follow-up was structured and continuous through supervision-based teacher coaching, peer mentoring, and comprehensive evaluation documentation, leading to tangible improvements in learning quality. At SD Negeri 014 Sialang Indah, follow-up remained incidental, documentation was weak, and integration of supervision results into teacher development programs was not optimal.

SUGGESTIONS

1. **For the Principal of SD Negeri 014 Sialang Indah:**

- a. Prepare written and structured academic supervision programs based on teacher needs analysis.
- b. Establish clear supervision schedules disseminated at the beginning of the academic year to improve teacher readiness.
- c. Use standardized supervision instruments and involve teachers in their preparation.
- d. Be directly involved in classroom observations and provide constructive feedback, not merely administrative.
- e. Design structured follow-up in the form of training, group discussions, mentoring, and comprehensive evaluation documentation.

2. **For the Education Office or School Supervisors:**

- a. Provide training for principals on academic supervision management based on Total Quality Management (TQM).
- b. Encourage the establishment of a supervision system that emphasizes not only administrative compliance but also teacher professionalism development.

3. **For Future Researchers:**

- a. Expand the research to other school levels or include additional variables, such as the impact of supervision on student learning outcomes, to enrich perspectives and findings.

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