

Academic Supervision By School Principal To Maintain School Excellency During Covid-19 Pandemic in Junior High School 5 Yogyakarta

Priadi Surya¹, Lia Yuliana², Lantip Diat Prasajo³, Aris Suharyadi⁴, M.M. Wahyuningrum Handayani⁵,
Nurtanio Agus Purwanto⁶
Universitas Negeri Yogyakarta
Yogyakarta, Indonesia

priadisurya@uny.ac.id, lia_yuliana@uny.ac.id, lantip@uny.ac.id, arisuharyadi@uny.ac.id

wahyuningrumap@uny.ac.id, nurtanio@uny.ac.id

Abstract— The Covid-19 pandemic situation in Indonesia is dynamic, and the changes occurred in any time. The learning process during this pandemic includes online distance learning and face-to-face learning at school, depends on the virus transmission rate. This affects the teaching-learning quality. The problems are related on lack ability for using ICT, gadget unavailability, lack of internet connection, and decreasing social interaction. Furthermore, school principal should supervise their teachers to maintain school excellency during the pandemic, including in Junior High School 5 Yogyakarta, the historical-traditional excellent school. This research purposes are: 1) to describe teaching-learning process during Covid-19 pandemic; 2) to describe academic supervision by school principal to maintain school excellency during Covid-19 pandemic; 3) to construct a new concept of academic supervision to maintain school excellency, especially during the crisis of Covid-19 pandemic. The research method used in this research is qualitative approach. The data collection methods are semi-structured interview, observation, and document analysis. The data analysis used in this research is interactive model from Miles, Huberman and Saldana: data collection, data condensation, data display, and conclusion drawing or verification. The results show that: 1) teaching-learning process is conducted online through media *Google Suite (Workspace)* modified for the school. The teachers conduct teaching-learning by *Google Meet, Google Classroom, Zoom, and WhatsApp*; 2) academic supervision by school principal is conducted by visiting the class, sometime without telling the teachers previously, thus it is natural; then organizing regular meeting with teachers, and developing and providing the team ICT/information-communication technology; 3) the new constructed academic supervision is a combination of academic supervision and performance appraisal or assessment conducted simultaneously. Academic supervision is directed to solve teacher problems on teaching-learning, while performance assessment it to

assess or evaluate the actual job performance, especially on teaching-learning.

Keywords— academic supervision, teaching-learning quality, online learning

INTRODUCTION

Since March 2020, Indonesia faces the Covid-19 pandemic. Therefore, the Government commanded to conduct: 1) learning at home, 2) abolishment of national examination, 3) online admission and preventing massive crowd [1]. During 2020, the face-to-face teaching-learning in school is limitedly possible conducted in certain areas with low transmission rate. Next, in the 2021, the limited teaching-learning in school could be conducted in the whole areas fulfilling the health protocol and vaccination requirement. In the early 2022, the Government obligate all of the schools in the low transmission rate areas to organize teaching-learning in school. This is conducted with limited capacity of students and learning time duration, and discipline on health protocol and vaccination.

However, in the first semester of 2022, there was high rate of Covid-19 transmission. Some of students and teachers were infected Covid-19, then the face-to-face teaching-learning in school was stopped. The activity was changed into distance online learning. Nevertheless, the change is not permanent in which it could be adjusted in anytime. Once the transmission decreasing, teaching-learning should be held in school. This is the mainstream mode of teaching-learning preferred by the Government.

There are problems on online learning, such as: *first*, teachers who do not have ability to use technology for distance learning; *second*, students feel difficult to join

the online class since the mobile phone used by their parents all day long to work; *third*, the separation of teachers and students affects the minimum learning supervision; *fourth*, the unstable internet connection; *fifth*, lack of facilities owned by students [2]. The prolonged online learning has resulted various problems in education, for example the decreasing education quality or learning loss [3]. In addition, psychological problems were perceived by students within the two-year-pandemic, such as decreasing social interaction. This drives the Government to direct all the school to organize teaching-learning in schools.

Despite the modes of teaching-learning applied by schools, teachers should maintain the teaching-learning quality process, and school principals obligate to conduct supervision on their teachers. The quality of teachers and their teaching is influenced by the principal performance [4], especially the clinical academic-supervision by the principal [5]. Therefore, the perception on the quality standards of teaching-learning process is very important, and decisive on the actual teaching-learning implementation [6]. Principals should arrange teacher development based on the awareness about how important teacher roles in teaching-learning process. This relates with teacher personality and social competence of teachers. It needs motivation, appreciation, control and supervision on teaching-learning process [7].

However, these studies describe that principal supervision to maintain teaching-learning quality in the normal situation, not specifically in the Covid-19 pandemic crisis. The problems in the implementation of supervision in this pandemic are: teachers do not ready to conduct online teaching-learning; teachers do not have ability to use technology; parents negative-responses on online teaching-learning; student understanding is at minimum level; teachers could not assess student's affective development [8].

Teaching-learning quality represents the match of learning process against both the needs and the expected standards [9]. Therefore, teaching-learning quality is viewed as the conformity between the actual learning process with the national standards of educational process. To elevate the teaching-learning quality, school should have resources or components supporting to learning process [10]. These are student; facility; learning environment; teacher and administration staff; curriculum; learning time; social resonance; and enrichment and development program.

In the past, academic supervision was known as instructional supervision. It is inspection activities to fix the actual condition, both teaching personnel and material. All of these are purposed to make better

teaching-learning, and achieve the educational goals [11]. Academic supervision is activities to develop teacher for better teaching-learning quality, including core learning material, syllabi and lesson plan design, teaching strategy options, information media and technology for teaching-learning, learning process and result evaluation, and classroom action research [12].

Academic supervision in one of principal competences. Principal must have ability: 1) to plan academic supervision to develop teacher professionalism; 2) to implement or to do academic supervision on teacher by using suitable approach and technique; 3) to follow up the results of academic supervision for teacher professionalism interest [13],[14]. Academic supervision in the narrow sense is giving help to teachers so they can conduct teaching-learning properly. However, there is another view that academic supervision cannot be separated from the assessment of teacher for managing teaching-learning [12]. This assessment includes measuring the class situation, teacher and student activity in class, meaningful activity, outcome achievement, teacher strength and weaknesses, and teacher development.

Academic supervision is efforts from the supervisor to give teachers help and service in demonstrating their task, performance, and obligation. This is purposed to give help in developing better teaching-learning situation [14]. This indicates that supervision services include the quality of overall teaching-learning situation (goal, material, technique, method, teacher, student, environment). This teaching-learning situation should be fixed and developed through supervision activity, especially in the Covid-19 pandemic. Supports from principal given to teachers through supervision is to develop teacher professional ability. Therefore, they could make better teaching-learning situation [15].

In general, there are individual and group academic supervision. Supervisor should master the techniques so that the teaching-learning quality is raised. The individual techniques are classroom visitation, class observation, guiding teachers to understand student personality and solve their problems, guiding teachers on school curriculum implementation [11],[12]. The group techniques are teacher meetings, group discussions, and in-service training [11],[12]. In fact, there is no single supervision technique suitable implemented for any teacher development in school. Therefore, supervisor should be able to opt certain technique considered suitable for developing teaching competence [12].

During the Covid-19 pandemic, teaching-learning is conducted through distance modes, such as e-learning or online learning. Thus, supervision implemented by

principal should be through this mode, by using information and communication technology (ICT). The ICT-based academic supervision can raise the teacher performance in its teaching-learning [16]. The ICT-based academic supervision includes several platforms, such as Skype, Zoom Meeting, Cisco, Webex, Google Meet, WhatsApp, Edmodo LMS, Google Form and Google Document [17],[18].

The research reported in this paper gives scientific insight how principal supervision maintain the school excellency in the Covid-19 pandemic. Principal supervision within this pandemic is expected to affect teacher performance on teaching-learning process, and dynamic academic atmosphere followed by students. Teaching-learning in Junior High School 5 Yogyakarta follows the Government instruction based on the Covid-19 transmission rate, which is teaching-learning in school. However, it could be changed in any time depends on the actual situation.

The research purposes are to answer these research questions.

1. How is the teaching-learning process during the Covid-19 pandemic in Junior High School 5 Yogyakarta?
2. How is academic supervision implemented by principal to maintain school excellency during the Covid-19 pandemic in Junior High School 5 Yogyakarta?
3. Based on empirical findings, what is the new concept of academic supervision for principal to maintain school excellency?

METHODOLOGY

The research method used in this research is qualitative approach. The data collection methods are semi-structured interview, observation, and document analysis [19],[20],[21]. The data analysis used in this research is interactive model, including data collection, data condensation, data display, and conclusion drawing or verification [22]. This deeply explores academic supervision implemented by principal to maintain school excellency during the Covid-19 pandemic in Junior High School 5 Yogyakarta.

The research participants are the school principal and teachers of Junior High School 5 Yogyakarta. Meanwhile the other information derived from the contexts and activities in the Junior High School 5 Yogyakarta, both institutional matters and teaching-learning processes during the Covid-19 pandemic. This

includes documents related with academic supervision implemented by school principal to maintain school excellency.

FINDING AND DISCUSSION

A. Teaching-Learning Process During the Covid-19 Pandemic in Junior High School 5 Yogyakarta

The school zone policy affected the enrollment composition in Junior High School 5 Yogyakarta, especially in 2018, the first generation of school zone policy, in which the admission was purely based on the distance from student's home to school. The enrollment composition was changed from the relative homogenous excellent students to the very heterogenous students, in terms of academic, social, cultural, and economic backgrounds. Meanwhile in the next years, the school zone policy has been modified. Beside the distance from the student's home to school, it also applies the schemes such as purely school zone distance (15%), school zone with academic rapport (44%), affirmation (11%), portfolio of academic excellence (10%), out of city portfolio of academic excellence (10%), parents' migration and disability (10%). This proportion gradually recreate the school excellency, in the sense of student achievement.

The teaching-learning in Junior High School 5 Yogyakarta during the Covid-19 pandemic was conducted through online by using Google Suite (workspace) owned by the school, in the forms of Google Meet and Google Classroom. This is combined with WhatsApp Group. The choosing of teaching-learning mode is adjusted into the local authority in the pandemic problem solving. Nevertheless, there are a few of in person teaching modes and applying health protocol thoroughly. In general, the teaching-learning modes vary, although online learning is the main mode. Adjustments were taken due to the certain situation changes.

The online teaching-learning implementation in Junior High School 5 Yogyakarta during the Covid-19 pandemic. The efforts have fulfilled several characteristics. These are interactive, inspirative, joyful, challenging, motivating students to be actively participate, and giving sufficient spaces for initiation, creativity, and independence according with student's aptitude, interest, and physical and psychological development [22]. The process of educative teaching-learning gives exemplary. Every school has to plan, implement, and control teaching-learning process effectively and efficiently. This indicates that teachers must fulfil the standards and qualifications [10]. Teacher

quality should be developed continuously, and one of the efforts is academic supervision implemented by school principal. This is conducted to achieve learning outcomes and school goals effectively.

The obstacles faced by the school in the implementation of online learning were technical problems, such as weak internet connection, limited data package, and gadget problems perceived by both teachers and students. This hampered the learning quality, in which students less active and honest, and teachers are difficult to monitor their students during the class. In general, the obstacles were based on students at home with lack of facilities. This was solved including through academic supervision implemented by school principal. The problems were solved through cooperation between teachers and parents on distance learning; gadget distribution and internet package supported from *infaq* (voluntary donation) from the school mosque/Islamic community; flexibility in teaching-learning processes including tasks fulfilment.

The benefit of teaching-learning implemented in the Covid-19 pandemic in Junior High School 5 Yogyakarta are flexibility in the teaching-learning processes. Both students and teachers still could interact in synchronously through Google Meet. In addition, all of materials including its tasks circulated through WhatsApp Group and Google Classroom. This tidier and gives both teachers and students new knowledge and skills on information technology. In general, teachers view that they got benefit from the online learning during this pandemic. The usage of information and communication technology for distance learning is very helpful in the teaching-learning implementation while human mobility in limited.

Teaching method in the transition from the pandemic, which is online learning, remain used as the supporting method to the face-to-face teaching-learning in school. It is believed that the usage of ICT in teaching-learning is suitable with the nature of student development and modernity. This makes teaching-learning during the pandemic implemented orderly. In addition, both students and teachers get much new knowledge in information technology. The optimum efforts to develop teacher ability and educational facilities are intended to maintain the quality of teaching-learning process. It represents the synchronized teaching-learning with the needs and the stipulated standards [9],[23],[24]. The usage of information and communication technology, especially in the teaching-learning process during the pandemic in Junior High School 5 Yogyakarta indicates the sufficient educational facilities to help school providing excellent services for various students [10].

B. *Academic Supervision Implemented by Principal to Maintain School Excellency During the Covid-19 Pandemic in Junior High School 5 Yogyakarta*

Academic supervision implemented by the school principal through classroom monitoring. The teachers were not told previously that principal will visit their class, therefore the class visitation is natural. In addition, supervision was also conducted through class observation, dialog with teachers, and also involving other parties such as team assessor, teacher-assessor, and superintendent or inspector from local education authority. The implementation was online, in which the principal entered the online class organized by teachers. Both principal and school superintendent or inspector did have access to enter platform used by teachers for the online learning (e.g. Google Meet, Google Classroom).

This academic supervision implementation is the application of individual supervision technique [12]. The application could be classroom visitation or observation, either with or without pre-notification to the teachers. The supervision could also be based on teacher wish, in which the supervisor does have clear instruments, notes, and purposes for each classroom observation. In the Covid-19 pandemic specifically, this class observation is conducted through virtual class by using virtual learning platforms, such as Google Meet, Google Classroom, Zoom or WhatsApp.

Academic supervision by principal was conducted through the establishment and development of Team IT to support online learning. In general, supervision techniques applied in this activity were classroom observation virtually and directly in the classroom. This was also conducted as teacher performance appraisal. The supervision activities are very helpful in maintaining school excellency. Generally, the supervision gives benefit for teaching-learning process run smoothly in the Covid-19 pandemic. This is actually effort to synchronize teaching-learning process with the needs and the stipulated standards [9],[24]. Therefore, the teaching-learning quality is a quality viewed by synchronizing the actual teaching-learning process with the process standards from the Indonesian National Standards of Education. To develop teaching-learning quality, schools must have resources or components supporting to the development of teaching-learning quality [10].

The teaching-learning effectiveness was supported by the facilities availability and principal's motivation and advices. Meanwhile the obstacles are mainly the limitation of interaction between principal and teachers, also among teachers. Due to in the distance situation, it needs more sufficient time for significant interaction. The supporting aspects to academic supervision by school

principals are mainly weekly coordination and formal meeting each semester; school administration fulfilment, facilities procurement and financial management.

The implementation of academic supervision by school principal during the pandemic is mainly supported through briefing every Monday morning and formal meeting every semester. This empirical finding closes to group supervision [11],[12]. The school forums such as weekly briefing, monthly meeting, could be used as a medium of teacher group supervision. For the shake of time efficiency, these forums could be modified or added with guided reading, panel discussion, teacher meeting, teacher's workshop or conference, school meeting, group discussion, or in-service training [11],[12].

The facilities include information and communication technology used for distance teaching-learning. The facilities procurement, motivation and insight from school principal are the main aspect of academic supervision. The Team IT establishment is also significantly helping teachers to enrich their ability to use the latest technology in online learning. The findings are in accordance with the previous works. The ICT-based academic supervision could develop teacher performance in teaching-learning [16]. The type of platforms to implement this activity could be Skype, Zoom Meeting, Cisco Webex, Google Meet, video conference through WhatsApp, LMS Edmodo; and the documents submission could use Google Form and Google Doc [17],[18].

The supervision technique through class visitation-observation is also combined with performance appraisal. This technique is categorized on individual technique by conducting class visitation, observation class, guiding teachers to understand and to solve students' problems; and helping teachers on school curriculum implementation [11]. The specific findings of this research are that the class visitation-observation is also to assess teacher performance. Therefore, the tools and purposes of this activity accommodate both identifying the teaching-learning problems and assessing teacher performance in teaching-learning. The output of this integrated activity includes notes to fix teacher problems and the score of teacher performance ability.

There are several aspects of academic supervision must be developed. It must develop teaching methods; listen to student aspiration; and develop creative and innovative instructional media. Generally, academic supervision should concern on teaching methods, the usage of information and communication technology, and the schedule of both supervision and performance appraisal. The sufficient facilities could help schools to provide optimum services for all students with various

differences in interest and aptitude. Besides, the facilities could develop student's interest and aptitude [10]. Both school physical and non-physical environment, healthy and conducive learning atmosphere or climate, tend to affect high student achievement. To build learning environment which is healthy and conducive, students are educated in the culture of grateful, great achievement, high quality, cooperative, productive, empathetical, high resilience, and high integrity. The healthy and conducive climate based on school vision and mission stated clearly could be accepted by community, teachers, and students. This makes the harmonious relation among school citizens [10]. Especially in the Junior High School 5 Yogyakarta, the teaching-learning quality is very important due to the historical-traditional background as favorite school or excellent school.

C. New Concept of Academic Supervision for Principal to Maintain School Excellency

The new concept of academic supervision by school principal to maintain school excellency in the Covid-19 pandemic is a concept constructed based on empirical research. This is inductive and derivates from the results of previous topics: the impact of school zone policy actualized on teaching-learning process, including during the Covid-19 pandemic; and the implementation of academic supervision in the Junior High School 5 Yogyakarta. The new constructed concept is a theorization effort based on the empirical results of the previous topics.

The new concept shows the combination of academic supervision and performance appraisal. The supervision purposes are to help teachers solving the teaching-learning problems. Meanwhile the purposes of performance appraisal are to measure tasks fulfilment by teachers, especially in teaching-learning. Both of these activities are implemented by the school principal, accompanied by teacher-assessor, and school inspector or superintendent. Since the actors of these programs are the same, the implementation is combined by considering effectiveness and efficiency principles. This combination is implemented at least twice in a semester: the formative and the summative. The supervision team which is also the assessor of teacher performances include the school principal, vice principals/deputies on curriculum, teacher-assessor, and school inspector or superintendent. The team assesses teaching equipment and teacher performance in teaching-learning.

Within the Covid-19 pandemic context, the concept of academic supervision has been adapted. The traditional academic supervision in the pre-pandemic era is in-person face-to-face activity between principal and teachers, and might be also with students, in the teaching-

learning process at school classroom. This is changed into distance academic supervision by using information and communication technology, including internet connection. The academic supervision implemented by the school principal accessing virtual teaching-learning platform, such as Google Classroom, Google Meet, Zoom, and WhatsApp. The principal has his/her own account and specific access to those learning platforms. School principal with its supervision team could visit the virtual. This might be both as incognito, irregular, unplanned and planned classroom visitation-observation, including inspection on teaching equipment used by teacher in the teaching-learning platforms.

The concept of integrated academic supervision with performance appraisal could be implemented because of the common object, which is teacher competence and its actualization on teacher performance in teaching-learning. This is effort to change the old habits on teaching performance. In the old habits, teaching position is relatively closed. Even the headteacher and school inspector or superintendent do not really easy both to observe and to gather data about teacher's real daily performance in front of the class [25]. Although the teachers are impossibly to reject class visitation-observation, sometime teachers attempt to show their best performance, both on its planning or implementation, only when they are visited. After all, they will back to 'business as usual', which is teaching without any sufficient preparation, motivation, and enthusiasm.

Teacher competences are developed through academic supervision and assessed through performance appraisal. The competences are the same: pedagogic, personality, social, and professional competences [26],[27]. These competences are cohesively actualized on teacher performance. The abilities or competences should be mastered by teachers on teaching-learning process could be observed from these aspects: 1) mastering the scientific content, structure, concept, and paradigm supporting to their expertise; 2) mastering subject matter; 3) mastering student's competence standards/learning outcomes and basic competence of the subject/area of expertise; 4) developing subject matter creatively; 5) developing teacher professionalism continuously by conducting reflective action and using information and communication technology to communicate and develop themselves [25].

The implementation of academic supervision integrated with performance appraisal relies on the formula: 'Performance = Motivation x Ability' [25]. The academic supervision is medium of motivation and effort to develop teacher ability, including. This drives teacher

ability actualized into his/her performance. It is demonstrated through planning the teaching-learning, implementing the teaching-learning activities, and evaluate the teaching-learning. This performance is then assessed through the teacher performance appraisal part.

CONCLUSION AND RECOMMENDATION

The enrolment composition in Junior High School 5 Yogyakarta after the school-zone policy varied in terms of academic, personal, social, cultural, and economic background. Thus, it affected the variability of student achievement. The class management was more difficult since the students were heterogenous intellectually and socially.

Teaching-learning process during the pandemic was implemented through online learning platforms. The obstacles were technical, such as unstable internet connection, limited data package, and gadget availability experienced both by students and teachers. This affected teaching-learning quality, in addition with decreased student activity and honesty during the lesson. Therefore, teachers had difficulty to monitor their students while online learning.

The benefits of online distance learning during the pandemic in Junior High School 5 Yogyakarta was the flexibility in its implementation. Both teachers and students could still interact each other through online learning platform, and all materials could be submitted through that platform. This made the teaching-learning during the pandemic still implemented orderly. Both students and teachers got much new knowledge especially in information and communication technology.

The efforts of academic supervision were implemented by principal in Junior High School 5 Yogyakarta by conducting virtual class visitation-observation, either with or without pre-notification to the teachers; establishing the Team ICT for supporting the online learning. This supervision is very helpful to maintain school excellency. The perceived aspects supporting to teaching-learning during this pandemic are fulfilment of school administration, facilities procurement, and financial management. Meanwhile, the academic supervision aspects which need to be developed include teaching methods, listening to student aspiration, developing instructional media which is creative and innovative.

The new concept of academic supervision based on empirical results show the combination of academic supervision and teacher performance appraisal. The supervision purpose is to help teachers in solving the teaching-learning problems. Meanwhile, teacher performance appraisal purpose is to assess teacher's actual performance, especially on teaching-learning.

REFERENCES

- [1] Ministry of Education and Culture, The Guidance Letter No. 4/2020 about the policy implementation of teaching-learning during the Covid-19 pandemic crisis. Jakarta, Indonesia, 2020.
- [2] T. Berliani, R. Wahyuni, R. Lenny, & Sisillia. "Implementasi supervisi akademik dalam rangka peningkatan profesionalisme guru masa pandemi Covid-19" (the implementation of academic supervision to develop teacher professionalism in the Covid-19 pandemic era). *Equity in Education Journal (EEJ)*, vol.3. 2021, pp. 1-10.
- [3] Ministry of Education, Culture, Research and Technology. "Omicron Merebak, Ini Alasan Kementerian Pendidikan Tetap Gelar PTM" (the omicron is spreading, this is the reason of the ministry of education still organise teaching-learning in school), 2022. <https://tekno.tempo.co/read/1552299/omicron-merebak-ini-alasan-kementerian-pendidikan-tetap-gelar-ptm/full&view=ok>
- [4] Y. Sudaryat. "Mutu Manajemen Proses Pembelajaran Sekolah Menengah Kejuruan" (the quality of teaching-learning management in vocational high school). *Jurnal Penelitian Pendidikan*. vol. 14. 2014, pp. 109-119.
- [5] E. Suswita. "Mutu Guru dalam Proses Pembelajaran Melalui Penerapan Supervisi Klinis di SDN 006/XI Aur Duri" (the quality of teachers on teaching-learning process through clinical supervision in the Elementary School 006/XI Aur Duri). *Jurnal CERDAS Proklamator*. vol. 7. 2019, pp. 129-139.
- [6] A. Lukman, L.M. Baga, F.M. Afendi. "Pengaruh Persepsi Dosen Mengenai Standar Mutu Proses Pembelajaran terhadap Pelaksanaan Proses Pembelajaran di Institut Seni Budaya Indonesia (ISBI) Bandung" (the influence of lecturer perception about the quality standards of teaching-learning on the implementation of teaching-learning in the institute of art and culture). *Jurnal Penelitian Pendidikan*. vol. 16. 2016, pp. 177-186.
- [7] A.S. Sudarsa. "Manajemen Pembinaan Guru dalam Meningkatkan Mutu Proses Pembelajaran: Studi Kasus pada SMAN 3 dan SMAN 13 Kabupaten Tangerang" (the management of teacher development to increase teaching-learning quality: a case study in Senior High School 3 and Senior High School 13 Tangerang). *Jurnal Mitra Pendidikan (JMP Online)*. vol. 3. 2019, pp 936 - 950.
- [8] Halimatussa'diyah., & S. Gumiandari. "Analisis Problematika Pelaksanaan Supervisi dalam Kegiatan Pembelajaran Pada Masa Pandemi Covid-19 di MI Purwawinangun Cirebon." (the problems analysis of academic supervision in the teaching-learning process during the Covid-19 pandemic in Islamic elementary school Purwawinangun Cirebon). *Journal of Islamic Education Management*. vol. 5. 2021, pp. 11-29.
- [9] A. Hadis & Nurhayati. *Manajemen Mutu Pendidikan*. Bandung: Alfabeta. 2010.
- [10] A. Solikah. *Strategi Peningkatan Mutu Pembelajaran pada Sekolah Unggulan*. Yogyakarta: Deepublish, 2015.
- [11] N. Purwanto. *Administrasi dan Supervisi Pendidikan*. Bandung: Remaja Rosdakarya, 2010.
- [12] L.D.. Prasojo & Sudiyono. *Supervisi Pendidikan*. Yogyakarta: Gava Media, 2011.
- [13] Ministry of National Education, the Law No. 13/2007 about the Standard of School Principal. Jakarta, Indonesia, 2007.
- [14] Sohiron. *Administrasi dan Supervisi Pendidikan*. Pekanbaru: Kreasi Media, 2015.
- [15] Risnawati. *Administrasi dan Supervisi Pendidikan*. Yogyakarta: Aswaja Pressindo, 2014.
- [16] Sularsih. "Supervisi akademik berbasis TIK di SDN 013 Bukit Bestari Tanjungpinang" (the ICT-based academic supervision in Elementary School 013 Bukit Bestari Tanjungpinang). *Indonesian Journal of Educational Development*. vol. 2. 2021, pp. 88-97.
- [17] R. Prilianti. "Model Supervisi Akademik Berbantuan Elektronik bagi Pengawas Madrasah di Provinsi Jawa Tengah." (the electronic-based academic supervision model for the islamic school inspector in Central Java Province). *Proceeding of National Seminar Postgraduate Pascasarjana UNNES*. 2019, pp. 1-12.
- [18] Kasmawati. "Pemanfaatan Aplikasi Google Form dalam Pelaksanaan Supervisi Akademik di Masa Pandemi Covid-19 pada Sekolah Binaan di Kabupaten Takalar". *Jurnal Sipatokong BPSDM Sulawesi Selatan*. vol. 1. 2020, pp. 142-147.
- [19] Sugiyono. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta, 2018.
- [20] D. Ghony & F. Almanshur. *Metodologi Penelitian Kualitatif*. Yogyakarta: Ar-Ruzz Media, 2012.
- [21] S. Arikunto. *Metode Penelitian*. Jakarta: Rineka Cipta, 2010.
- [22] M.B. Miles, A.M. Huberman, A.M., & J. Saldana. *Qualitative Data Methods: A Methods Sourcebook*. Thousand Oaks, California: SAGE, 2014.

- [23] A. Hadis & Nurhayati. *Manajemen Mutu Pendidikan*. Bandung: Alfabeta, 2010.
- [24] S. Winarsih. “Kebijakan dan Implementasi Manajemen Pendidikan Tinggi dalam Meningkatkan Mutu Pendidikan” (the policy and the implementation of higher education management to develop education quality). *Jurnal Kependidikan dan Kemasyarakatan*. vol. 15. 2017.
- [25] Department of National Education. *Penilaian Kinerja Guru*. Jakarta: Direktorat Tenaga Kependidikan, Ditjen PMPTK Depdiknas, 2008.
- [26] The Government of Indonesia, Law 14/2005 about Teacher and Lecturer. Jakarta, Indonesia, 2005.
- [27] Ministry of Education and Culture, the Minister Regulation No. 16/2007 about the standards of Academic Qualification and Teacher Competence. Jakarta, Indonesia, 2007.