



ENHANCING PEDAGOGICAL COMPETENCE IN PRIMARY TEACHERS: THE ROLE OF ACADEMIC SUPERVISION

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Abstract

This study examines the role of academic supervision by supervisors in improving the pedagogical competence of elementary school teachers in Setia District, Southwest Aceh Regency. The research focuses on four key aspects: planning, implementation, follow-up, and challenges faced during the academic supervision process. The study employed a qualitative approach, collecting data through interviews, observations, and documentation. Techniques for ensuring data validity included persistent observation and triangulation. The subjects consisted of two supervisors, two principals, and four teachers from two elementary schools in the district. The key findings were: (1) Academic supervision planning by supervisors to enhance teachers' pedagogical competence was conducted at the beginning of the academic year, involving supervisors, principals, and teachers. The planning stage began with developing an academic supervision semester program through meetings with the teacher council, which was then conveyed directly by the principal. (2) In implementing academic supervision, supervisors strongly emphasized the importance of teachers' mastery of the subject matter. Therefore, supervisors paid close attention to teachers' efforts to improve their performance in carrying out their duties to achieve the goal of improving pedagogical competence. (3) Follow-up activities were part of the supervision conducted by the principals. Thus, supervisors needed tools to objectively assess and record teachers' strengths and weaknesses, which could subsequently guide individual and group coaching efforts. (4) Challenges faced included limited supervision time allocated by supervisors, lack of senior or peer teachers with the required knowledge and abilities to serve as supervisors, uneven competence levels among supervisors, and perceived subjectivity from principals.

Keywords: *Academic Supervision, Pedagogical Competence, Teacher Professional Development, Elementary Education, Supervision Planning.*

1. INTRODUCTION

Teachers are a critical human resource component that must be continuously nurtured and developed. Teachers' potential abilities need to keep evolving so they can perform their roles professionally, as the quality of teachers' instructional capabilities determines the quality of student learning experiences (Mansyur, 2021). One key area for teacher improvement is the teaching and learning process itself. In this process, teachers must possess competencies related especially to pedagogical aspects. Indonesia's Law No. 14 of 2005 concerning Teachers and Lecturers, chapter 10, paragraph 1, states that pedagogical competence refers to the ability to manage student learning. In classroom learning, teachers are viewed as being able to play a vital role in helping students build positive attitudes toward learning, spark curiosity, encourage independence and intellectual reasoning, and create conditions conducive to successful learning (Somantri, 2021). Therefore, in addition to skillful teaching abilities, teachers must also possess broad knowledge, wisdom, and good social skills. However, teachers often face challenges in mastering pedagogical competence, facing issues such as inability to properly formulate lesson plans, misalignment of learning processes with objectives, monotonous teaching methods, and various other problems (Rahayu, 2021).

To address this, effective and efficient academic supervision is crucial. Through academic supervision carried out by supervisors, teachers can receive guidance to enhance their pedagogical

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competencies in line with the intended goals. This has become more formalized with the enactment of National Education Minister Regulation No. 39 of 2009 concerning Workload Fulfillment for Teachers and Education Unit Supervisors. In this context, the presence of academic supervision is highly important for monitoring the performance and patterns of educators, aiming to achieve effectiveness and efficiency in the learning process or activities within an institution (Bintani, 2022). The role of the supervisor in providing input, direction and guidance regarding good classroom management practices, as well as coaching teachers in carrying out teaching and learning activities, is vital to achieving educational goals at all levels, from elementary to advanced levels (Maimunah, 2020).

2. IMPLEMENTATION METHOD

2.1 Research Approach

This research aimed to collect data and information related to the Supervisors' Academic Supervision in Improving Pedagogical Competence of Teachers in Preparing Learning Tools in Setia District by using a descriptive method and qualitative approach. The research focused on current issues through data collection and analysis. By using this approach, the researchers expected to produce descriptive data in the form of written or spoken words from observed data sources. This research used a qualitative approach.

Regarding qualitative research, Bogdan and Taylor (in Moleong, 2016) state that: "qualitative methods are research procedures that produce descriptive data in the form of written or spoken words from people and observed behavior." In this qualitative research, data presentation is carried out by describing data in the form of words and language related to all matters related to the research object.

2.2 Research Location and Time

This research was conducted at State Elementary Schools 1 Setia and 6 Setia in Southwest Aceh Regency. The research was carried out from January to March 2024. Data collection, processing and analysis, report writing, research result seminars, revisions, and report printing must all be in accordance with the research permit issued.

2.3 Research Subjects

Out of the 7 elementary schools in Setia District, the researchers only selected 2 elementary schools, namely: SD 6 Setia and SD 1 Setia. The subjects for this research were 4 teachers, 2 supervisors, and 2 principals. The researchers took 4 teachers from the 2 elementary schools, with 2 teachers from each school as subjects in this study. The data to be collected from each subject are: 1) Supervisors: about supervisors' supervision. 2) Principals: about the level of teachers' pedagogical understanding at the school they lead. 3) Teachers: about their pedagogical understanding.

2.4 Research Instruments

The instruments used to collect data regarding the Academic Supervision of Supervisors for Improving Pedagogical Competence of Elementary School Teachers in Setia District, Southwest Aceh Regency were interview guidelines, observations, and documentation studies by asking questions that had been formulated according to the research objectives to obtain answers that serve as valid qualitative data whose validity and truth can be accounted for.

2.5 Data Validity Testing

To test the credibility or trustworthiness of the research data presented by the researchers so that the research results are not questionable as scientific work, a credibility test was carried out. According to Sugiono (Halim, 2022), credibility testing is a way to determine the results of



qualitative research by looking at or believing in the results obtained by looking at the data collection methods through interviews and direct observation.

2.6 Data Collection Techniques

According to Creswell (2019), qualitative research data collection procedures include four strategies: observation, interviews, document study, and audio and visual materials. By using these methods, research will obtain valid data that can be tested. Therefore, this paper will explain the data collection methods through observation, interviews, and documentation. Here are the definitions of observation, interviews, and documentation.

2.7 Data Analysis Techniques

Based on Noeng Muhadjir's opinion (Ahmad & Muslimah, 2021), data analysis is the effort to find and replace systematically the data obtained from interviews, observations, and others so that the researchers can understand the case being studied and present it for future findings. To increase understanding, analysis must be continued by seeking meaning. In this study, three stages of analysis were carried out, namely data reduction, data display, and verification. Table 1 shows the potential impact of implementing academic supervision on improving teachers' pedagogical competence. One major impact area is teacher knowledge. Academic supervision can help teachers deepen their understanding of pedagogical concepts, subject matter expertise, and effective instructional strategies. Through observations, feedback, and guidance from supervisors, teachers can gain new insights, clarify misconceptions, and continuously refine their knowledge base, which is essential for delivering high-quality instruction.

Another significant impact area is classroom management. Regular supervision and constructive feedback can assist teachers in developing better classroom management techniques and fostering a positive learning environment. Supervisors can provide guidance on effective classroom routines, behavior management strategies, and creating an inclusive and engaging atmosphere that promotes student learning and participation. Closely related to classroom management is student engagement. As teachers' pedagogical competencies improve through supervision, they can implement more effective teaching methods, differentiate instruction, and utilize diverse resources to increase student engagement and active participation in learning activities. This can lead to improved learning outcomes and a more enjoyable educational experience for both teachers and students.

Academic supervision can also have a significant impact on assessment practices. Supervisors can guide teachers in improving their assessment strategies, ensuring alignment with learning objectives, and providing meaningful feedback to students. Effective assessment practices not only measure student progress but also inform instructional decision-making and support continuous improvement in teaching and learning. Finally, the continuous cycle of supervision, feedback, and support can foster a culture of professional growth and development among teachers. Academic supervision encourages teachers to reflect on their practices, explore new ideas and approaches, and continuously strive for improvement. This ongoing professional growth can lead to increased job satisfaction, motivation, and a stronger commitment to excellence in teaching.

Table 1. Potential Impact of Academic Supervision Implementation

Impact Area	Description
Teacher Knowledge	Academic supervision can help teachers improve their understanding of pedagogical concepts, subject matter expertise, and instructional strategies.
Classroom Management	Regular supervision and feedback can assist teachers in developing better classroom management techniques, promoting a positive learning environment.
Student Engagement	As teachers' competencies improve through supervision, they can implement more effective teaching methods to increase student engagement and

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Impact Area	Description
	participation in learning activities.
Assessment Practices	Supervisors can guide teachers in improving their assessment practices, ensuring alignment with learning objectives and providing meaningful feedback to students.
Professional Growth	The continuous cycle of supervision, feedback, and support can foster a culture of professional growth and development among teachers.

Table 2 illustrates the potential challenges faced during the implementation of academic supervision and strategies to overcome them. One common challenge is limited time for supervision. Supervisors often have multiple responsibilities, and finding sufficient time to conduct comprehensive observations, provide feedback, and support teachers can be difficult. To mitigate this challenge, schools can develop a structured supervision schedule that prioritizes high-need areas or teachers. Additionally, involving peer coaches or mentor teachers can supplement the efforts of supervisors, providing more opportunities for ongoing support and feedback. Another potential challenge is gaps in supervisor competence. Not all supervisors may have the necessary expertise or training to effectively evaluate and guide teachers in specific subject areas or teaching methodologies. To address this, schools can provide ongoing professional development opportunities for supervisors, encouraging collaborative learning among supervisors and leveraging external expertise when needed. Cross-training and knowledge-sharing among supervisors can also help build a more well-rounded and capable supervision team.

Resistance to change can also hinder the implementation of academic supervision. Some teachers may be skeptical or resistant to the process, perceiving it as a form of evaluation or criticism rather than a supportive development opportunity. Clearly communicating the goals and benefits of academic supervision, involving teachers in the process, and celebrating small wins can help build buy-in and overcome resistance. Creating a culture of trust, respect, and continuous improvement is crucial. Lack of resources, such as funding, materials, or technology, can also pose a challenge for effective academic supervision. Schools may need to advocate for adequate resources to support teacher development initiatives, including professional development opportunities, instructional materials, and technological tools that facilitate observation, feedback, and collaboration.

Table 2. Challenges and Strategies in Academic Supervision Implementation

Challenge	Strategy
Limited Time for Supervision	Develop a structured supervision schedule, prioritize high-need areas, and involve peer coaches or mentor teachers.
Supervisor Competence Gaps	Provide ongoing professional development for supervisors, encourage collaborative learning among supervisors, and leverage external expertise when needed.
Resistance to Change	Clearly communicate the goals and benefits of academic supervision, involve teachers in the process, and celebrate small wins to build buy-in.
Lack of Resources	Advocate for adequate resources (e.g., funding, materials, technology) to support effective supervision and teacher development.
Subjectivity in Evaluation	Develop clear and objective evaluation criteria, use multiple data sources, and encourage open communication and feedback loops.



3. RESULTS AND DISCUSSION

Supervision planning is the initial stage used to achieve set goals. The purpose of academic supervision planning, which is carried out regularly, gradually, and certainly continuously, will certainly result in improving teacher competence and improving the quality of learning.

3.1 Planning of Supervisors

Academic supervision planning is the initial stage used to achieve the set goals. The purpose of academic supervision planning, which is carried out regularly, gradually, and of course continuously, will certainly lead to an increase in teacher competence and an increase in the quality of learning. According to (Khobir et al., 2021), "Academic supervision by school supervisors is an activity in the form of assistance and guidance provided by school supervisors in order to improve teacher performance and ability to manage learning so that it will encourage an increase in student learning achievement which in turn can improve the quality of education."

According to (Handayani & Sukirman, 2020), "academic supervision is a series of activities to assist teachers in developing their ability to manage the learning process to achieve learning goals." Meanwhile, according to (Riyanto et al., 2021), academic supervision is a series of activities to assist teachers in developing their abilities, so in its implementation, it is necessary to first assess the teacher's abilities, so that the aspects that need to be developed and how to develop them can be determined. According to (Iskandar, 2020), "The scope of academic supervision planning includes curriculum or syllabus development, good implementation of learning, and achievement of minimum completeness criteria." Academic supervision carried out by a supervisor also aims to improve teachers' teaching abilities through systematic guidance. In this case, it involves planning, direct evaluation of how teachers teach, and making reasonable changes to improve student learning outcomes. The key aspects in academic supervision planning are summarized in Table 3 below.

Table 3. Key Aspects of Academic Supervision Planning

Aspect	Description
Program Development	Developing an academic supervision semester program through meetings with teachers
Scope	Covering curriculum development, teaching implementation, and learning assessment
Objectives	Improving teacher competence and quality of learning
Evaluation	Direct evaluation of teaching practices and student learning outcomes
Continuous Improvement	Making reasonable changes to teaching methods for improved learning

Academic supervision program planning is a process that involves planning, organizing, and implementing supervision activities to improve the quality of education. This is in line with the opinion of (Ridlo et al., 2023) "the correct understanding of the notion of planning, academic supervision planning is a program of activities or plans that are carried out during the implementation of academic supervision activities and refer to two main aspects that must be considered in planning academic supervision, namely, planning the tasks to be carried out, outputs and goals to be achieved." Thus, the preparation of an academic supervision plan is important, which is carried out by the supervisor in order to improve the teacher's pedagogical competence in managing the learning process to achieve learning goals. Then (Futiarso et al., 2023) stated that: "The academic supervision planning of school supervisors includes: making instruments, targets to be supervised academically, materials, techniques and schedule for academic supervision."

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3.2 Implementation of Supervisors

The implementation of academic supervision by supervisors in an effort to improve teachers' pedagogical competence is carried out directly through direct observations in the classroom and interviews outside the classroom. (Calorina Naomi Orno and et al., 2020) stated that: "The implementation of academic supervision/supervision by school supervisors is carried out through monitoring, assessment and training/guidance activities on the main tasks of teachers in planning learning, implementing learning, and assessing learning outcomes for improving teacher performance." Likewise, (Merdekawaty & Andriani, 2023) stated that: "The main element of the implementation of supervision is the guidance carried out by school supervisors to all teachers in their supervised schools. Through supervision activities, teachers receive direction, guidance and guidance from school supervisors for various obstacles they experience in carrying out their duties at school."

During the implementation of academic supervision, the supervisor coordinates with the principal to carry out supervision. (Saryulis & Nur Hakim, 2023) explained that: "The implementation of academic supervision is not only to visit teachers and check their teaching materials or see the implementation of teacher teaching in the classroom, but it is also necessary to determine the strategy for implementing existing academic supervision to achieve an increase in teacher pedagogical competence." Therefore, the supervisor pays attention to the teacher's efforts to improve their performance in carrying out their duties, so that the goal of increasing the teacher's pedagogical competence can be achieved well.

The focus is on the teacher's ability in preparing learning programs such as preparing syllabi, lesson plans, annual programs, semester programs, and other administrations related to learning activities. In addition to the principles above, planning academic supervision is one of the duties of the supervisor and the principal. Therefore, supervisors and principals must coordinate with each other to have a good working relationship and are required to be able to design an academic supervision program plan so that they can carry out their duties as well as possible. The concept of academic supervision program planning in designing academic supervision program planning includes the preparation of planning documents, implementation and monitoring in accordance with the objectives of the academic supervision process. Table 4 summarizes the key implementation steps in academic supervision.

Table 4. Implementation of Academic Supervision

Step	Description
Observation	Direct observation of classroom teaching
Interviews	Interviews with teachers outside the classroom
Coordination	Close coordination between supervisor and principal
Focus Areas	Lesson planning, material delivery, assessment practices
Guiding Principles	Based on set program plans and monitoring objectives

3.3 Follow-up of Supervisors

In improving teachers' pedagogical competence, academic supervision activities are one way to achieve this. In line with what was conveyed by Glikman (Anggriani et al., 2023): "the purpose of academic supervision is to assist teachers in developing their abilities to achieve the planned learning objectives for their students". To improve the professionalism of teachers as professional educators, academic supervision is used to evaluate teacher performance. As stated by the supervisor of SD Negeri 1 Setia "After carrying out supervision activities, a special meeting with the teacher must be held to convey the findings and provide actions to improve the performance of the teacher". In teacher supervision, the basic principles used by the supervisor are as follows: there is trust between the supervisor and the school being supervised, supervision and coaching activities are carried out based on data available at the school, supervision aims to improve the quality and performance of the school, and there is good cooperation between the



supervisor, all parties involved in supervision activities and the teacher, and the results of supervision. As stated by Sagala (Harahap, 2021) who defines that: "Supervision has the meaning of assistance provided to schools to teachers and school staff. The purpose of academic supervision is to help teachers develop abilities in the teaching and learning process, interpret the curriculum, and help teachers develop school staff". Thus, it can be interpreted that academic supervision is a series of activities carried out by supervisors to assist teachers with the aim of improving learning activities. In line with what was stated by (Yusrianti, 2023) that: "The Academic Supervision Follow-up Plan is a follow-up activity aimed as a follow-up program from the results of academic supervision carried out on teachers as a form of one of the efforts in developing learning in an education unit". Follow-up is an ongoing activity. This means that the findings from the supervision can be followed up with assignments or training. The follow-up to the supervisor's academic supervision will improve teacher performance, bring improvements, and provide performance evaluations in the group they lead. Principals and supervisors must understand their roles and responsibilities as supervisors in educational institutions. They must also be able to carry out academic supervision tasks effectively and in accordance with educational values.

3.4 Challenges of Supervisors

As it is known that, the task as a supervisor in the field of education at the elementary and secondary education levels is assigned to supervisors and principals. Supervision carried out by supervisors on teachers, both in terms of learning planning, implementation and learning assessment. All of that certainly aims to improve the quality of learning. Based on the research results conducted at SD Negeri 1 Setia and SD Negeri 6 Setia, there are many challenges to the implementation of academic supervision, including lack of supervision time provided by supervisors, limited time for teacher supervision, lack of senior teachers or peers to assist supervisors, lack of government attention, and lack of motivation. Regarding the challenges mentioned above, they can be explained as follows: first, the uneven distribution of supervisors and their time limits. School supervisors are seen as "super" individuals whose numbers are limited. Therefore, school supervisors have many responsibilities, depending on their environment. In addition, a large workload and the division of supervisor visit times can be a problem in the supervision task.

Second, the competence of supervisors is not evenly distributed. It is an open secret that the human resource problem in the education sector is a classic problem that has not been resolved until now. This also applies to supervisors, it could be that there are supervisors who have competence but do not comprehensively understand their duties and functions as supervisors, or there are supervisors who supervise in fields of study that are not appropriate, this can happen due to limited human resources. Third, a quality culture has not been realized. Creating a quality culture in every educational institution is the aspiration of every education person. For example, let's say the teacher who will be supervised still considers that "supervision" is merely an activity to find fault. Even though the implementation of "supervision" is carried out with prior notification to the teacher who will receive supervision, the teachers who will be supervised still do not prepare themselves optimally. So this is also one of the problems in the implementation of supervision.

Fourth, the next problem with educational supervision is that the element of subjectivity of the supervisor is still felt. The subjectivity element of the supervisor is difficult to eliminate. What is meant is the impression that the form of supervision carried out can be influenced by the teacher being supervised, for example there will be different treatment for teachers who are considered senior. Therefore, this is also one of the problems in the implementation of supervision. Fifth, limited and uneven facilities and infrastructure in every teaching and learning process related to facilities and infrastructure, a teacher must feel uncomfortable in delivering subject matter. Therefore, the lack of facilities and infrastructure in schools can interfere with the preparation of teachers in implementing learning and suggestions from supervisors. So this can also be one of the problems in the implementation of educational supervision.

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Finally, sixth, as stated The solution to overcoming obstacles in the implementation of academic supervision is to follow up with the principal's efforts to provide free time for teachers to discuss their weaknesses in teaching, as stated by (Susilo et al., 2023) which states that: "Obstacles to academic supervision from school supervisors caused by supervisory factors, namely: limited time, busy supervisory activities, number of target teachers, and performance of supervisors, and uneven supervisory competence". The main problem of education in Indonesia is consistency in good things. It could be that the teacher who is supervised has made improvements based on the supervisor's suggestions, but it could only happen during supervision. After the supervision is over, the teacher can just stay in the "comfort zone" again. Therefore, this is also one of the problems in the implementation of supervision.

4. CONCLUSION

Based on the research results and discussion about supervisors' academic supervision in improving teachers' pedagogical competence at SD Negeri 1 Setia and SD Negeri 6 Setia, several conclusions can be drawn. Planning for supervisors' academic supervision in improving teachers' pedagogical competence was carried out at the beginning of the academic year by involving supervisors, principals, and teachers. The stages began with preparing the academic supervision semester program through teacher council meetings, conveyed directly by the principal. It included supervision of learning tools, lesson plan monitoring, learning processes, and outcome assessment. Implementation involved prior planning, with supervisors emphasizing mastery of teaching material and paying attention to teachers' efforts to improve performance to increase pedagogical competence. Research showed implementation improved teachers' qualifications, with teachers interested despite initial hesitancy. The coaching cycle proved vital. Follow-up activities by principals required objective tools to assess strengths and weaknesses for individual and group coaching. An ongoing process, follow-up meant translating supervision findings into assignments or training as self-evaluation towards enhancing pedagogical and professional competence based on identified improvement areas. Challenges included limited supervision time, lack of knowledgeable senior/peer teacher supervisors, uneven supervisor competence, perceived principal subjectivity, low teacher motivation for academic supervision, and insufficient facilities and infrastructure.

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