



The Effectiveness of the Implementation of Learning Supervision in Improving the Quality of Learning

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Article History:

Received: Jun 23, 2023

Revised: Jun 28, 2023

Accepted: Jul 18, 2023

Online First: Aug 01, 2023

Keywords:

Effectiveness,
Learning Quality,
Learning Supervision.

Keywords:

Efektivitas,
Kualitas Pembelajaran,
Supervisi Pembelajaran.

How to cite:

Yolanda, S., Revita, Y., Arina, Y., Marsdin, S., & Rifma, R. (2024). The Effectiveness of the Implementation of Learning Supervision in Improving the Quality of Learning. *Edunesia: Jurnal Ilmiah Pendidikan*, 5(1), 14-26.

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Abstract: The phenomenon related to this research is that until now, the learning media used by teachers is still very minimal. It can be seen from the broken focus that the internet network still needs improvement, and the time used to carry out supervision could be a lot higher because the principal has the task. For the most part, this is one of the inhibiting factors in the process of supervised learning in this school and will also affect the quality of learning, impacting student learning outcomes. This type of field research uses qualitative research methods or approaches. This study used the principal and several teachers who taught as respondents or resource persons. This study concludes that the implementation of learning supervision has been effective because learning supervision can be a benefit that directs, encourages, spurs, and surveys instructors in the utilization of learning. The strategy applied by the teacher to improve the quality of learning is that the teaching and learning process must start with planning learning activities, learning methods, media used, face-to-face, and class management, then observed and evaluated. The principle in providing services to teachers so that the learning process can run smoothly is good, where the principal assists teachers in planning, implementing, and assessing learning program activities and assisting teachers in preparing teaching and learning activities.

Abstract : Fenomena yang ditemukan di lapangan terkait penelitian ini ialah bahwa sampai saat ini media pembelajaran yang digunakan oleh guru masih sangat minim, terlihat dari infocus yang rusak, jaringan internet yang masih kurang bagus, serta waktu yang digunakan untuk melaksanakan supervisi sangat sedikit karena kepala sekolah memiliki tugas yang banyak, untuk itu ini menjadi salah satu faktor penghambat proses supervisi pembelajaran di sekolah ini dan juga akan mempengaruhi kualitas pembelajaran yang berdampak kepada hasil belajar peserta didik. Penelitian ini merupakan jenis penelitian lapangan dengan menggunakan metode atau pendekatan penelitian kualitatif. Kepala sekolah dan beberapa guru yang mengajar di jadikan sebagai responden ataupun narasumber dalam penelitian ini. Kesimpulan penelitian ini adalah pelaksanaan supervisi pembelajaran sudah efektif karena supervisi pembelajaran dapat menjadi manfaat yang mengarahkan, mendorong, memacu dan mensurvei instruktur dalam pemanfaatan pembelajaran. Strategi yang di terapkan guru untuk meningkatkan kualitas pembelajaran yaitu dari proses belajar mengajar harus di mulai dengan perencanaan kegiatan pembelajaran, metode pembelajaran, media yang di gunakan, tatap muka dan pengelolaan kelas kemudian di amati dan di evaluasi. Kepala sekolah dalam memberikan layanan kepada guru agar proses pembelajaran bisa berjalan lancar sudah baik dimana kepala sekolah membantu guru dalam merencanakan dan melaksanakan serta menilai kegiatan program pembelajaran, membantu guru dalam menyusun kegiatan belajar mengajar.

A. Introduction

Supervision or supervision is an essential element in education because it allows for continuous monitoring of individual behavior and performance to ensure the effectiveness and efficiency of all operations within the institution concerned. At first, the teacher's principal or other employees under him used supervision exclusively in the school environment. In [Lauma & Pido \(2018\)](#) U U RI No. 20 of 2003, the Ministry of Education, namely regarding the national education system, states that the job of a school principal, namely as a supervisor or supervisor who is expected to be able to observe how the activities of the teacher or teaching staff who are teaching every time they visit the classroom.

Given that in the field of education, a supervisor is needed. [Astuti \(2018\)](#) said the principal, as a supervisor in school management, must be able to act as a consultant for staff development and learning technology and curriculum development. The position of the principal dramatically influences the quality of the institution and the quality of the education program in schools. The school principal also functions as a supervisor or supervisor whose job is to track and assess teacher performance to advance and advance learning ([Hasnia, 2017](#)). Supervision or supervision is carried out by the teacher's principal through the teaching process, support, and good teacher guidance so that the professionalism of teacher quality is guaranteed and increased ([Marwiyani, 2023](#)).

We know that the quality of learning in an educational institution depends on or is closely related to the quality of the educators or teachers. The more quality teacher performance or professionalism, the higher the quality of learning or education in these schools will be interrelated. As [Suparliadi \(2021\)](#) statement builds, the quality of learning and education are closely related. Even though teachers are not the only component in educating the nation's life, teachers have an essential role or are said to be at the forefront of the success or failure of educational institutions in carrying out their education ([Halimi, 2021](#)).

Effectiveness, in general, we interpret, is related to how the goal of something is achieved. [Launa & Pido \(2018\)](#) expressed their opinion on the definition of effectiveness according to them, namely the extent to which a job can be carried out and the extent to which the output is produced. [Marwiyani \(2023\)](#), in his writings, effectiveness refers to whether the goals that have been planned are achieved. The closer to the goals, the higher the effectiveness.

According to [Ubabuddin \(2020\)](#), supervision is a form of professional service and assistance to teachers to improve the quality of learning outcomes and processes. Supervision of learning by the principal is, of course, essential to be carried out in schools because, with that, the principal can see deficiencies or weaknesses in the learning carried out by the teacher at school so that later it can be corrected.

To show that there is novelty or renewal in this research with studies that have been carried out previously, for this reason, the author makes comparisons with the variety of variables, research locations, and the results obtained from the research that has been carried out based on the implementation of the supervision of school principals in public junior high

schools the city of Padang, first, research conducted by [Lauma & Pido \(2018\)](#) this study describes the effectiveness of implementing school principal supervision of standard Islamic religious education learning processes in SMK, Second [Marwiyani \(2023\)](#) explains the effectiveness of implementing educational supervision on quality learning mathematics, and when [Hania & Suteja \(2017\)](#) is related to the effectiveness of the implementation of educational supervision on the quality of learning Islamic religious education in public junior high schools. Looking at these three studies, the first novelty in this research can be seen in the variables. The three previous studies only focused on one subject. While this research is more thorough, the research sites are also different, so they can be used as a comparison and reference material in implementing school principals' learning supervision in educational institutions.

The practice of supervising learning at Public Junior High School 25, Padang City, based on initial observations or observations made by the authors in this study, obtained the situation in the field that the implementation of teaching supervision in junior high schools had been carried out as well as possible under the direction of the school principal, of course. This also does not escape the disciplinary attitude of the principal towards teachers which influences the performance of teachers, which has increased every year. However, the school principal also said that until now, the learning media used by teachers was still very minimal, as seen from the damaged InFocus, the internet network was still not good, and the time used to carry out supervision was very little because the principal had many tasks. For this reason, this is one of the inhibiting factors in the process of supervised learning in this school and will also affect the quality of learning, impacting student learning outcomes. Based on the background and phenomena found in this initial observation, the authors would like to do further research on the effectiveness of the principal's learning supervision in improving the quality of learning in public junior high schools in 25 Padang cities.

This study has general and specific objectives. The general objective of the research is to look at the effectiveness of implementing school principals' learning supervision in improving the quality of learning in public junior high schools in the city of Padang. At the same time, the specific objectives of this study were: 1) to analyze the implementation of school principals' teaching supervision in 25 public junior high schools in Padang cities, 2) to analyze the quality of learning in 25 public junior high schools in Padang cities, and 3) to analyze the effectiveness of the implementation of learning supervision by school principals in improving the quality of learning in public junior high schools in 25 Padang cities.

B. Method

Research conducted in this journal aims to find out and analyze how implementing learning supervision improves the quality of learning in public junior high schools. Precisely here is the field research that the author did at the 25 State Junior High School in the city of Padang. [Safira et al \(2021\)](#) said that when we conduct field research, we can clearly explain or describe something as it is, how it happened in the field so that we can also provide a

clear picture of the actual situation that is happening in the field. In conducting research, of course, it is essential to have a research method used to do things with the mind to achieve goals carefully (Priyono, 2016). Subagyo in Bahri & Zamzam (2015) also argues that related to this research method, and he reveals that research method is a way to get a solution to all the problems being raised. Sugiyono (2017) said that this research method is a scientific way to obtain data with a specific use or purpose. Based on the opinions of some of these experts, the writer can conclude that this research method is a technique or specific method we use to solve the problem of something we want to know from a specific object.

As for this journal, the author uses qualitative research as a research method. Umm Faizah et al (2021) argue in her writing that qualitative research is a method or approach used in research so that we can uncover certain phenomena by explaining how the absolute truth is what happened, compiled in words based on data obtained based on techniques and data analysis which of course must be scientifically relevant. The participants or respondents used as data sources in this journal research were the principal and several teachers who taught at the school. The writer used observations or observations, interviews, and documentation to collect data for this study. For data analysis, this study used data reduction techniques, then data analysis and conclusions were drawn on the answers to the research conducted.



Figure 1. Research Flow

C. Result and Discussion

Results

Research results about the effectiveness implementation of supervision learning in increasing quality learning in SMP 25 Padang based on results interviews with head internal schools and teachers table under this:

Table 1. Results of the Interview on the Implementation of Learning Supervision at SMP 25 Padang

Informant	Position	Interview Results
YR	Teacher	During this is the execution process, supervision education made by the head school. Effective Enough, proven teacher effectiveness in operating his job as power teaching and teacher professionalism is increasing in designing material learning, particularly Mathematics.
ES	Teacher	Implementation process supervision learning Already walks well, where the teacher is given guidance and direction. To help teachers do their job effectively in improving the learning process teaching.
E	Head School	Supervision learning at SMP Negeri 25 Padang is a service that guides, facilitates, motivates, and assesses teachers in implementation

Informant	Position	Interview Results
		supervision learning and development professionals so the implementation process works. There are several perspectives on the use of supervision learning, mainly the corner view of supervision program planning learning, where supervision program planning starts with gathering group supervision.

The results of the interviews in Table 1 show that the implementation of learning supervision at SMP 25 Padang has been running effectively, which is marked by increased teacher professionalism in teaching because they have been given guidance and direction in implementing learning supervision by forming supervision groups/teams.

Table 2. Results of Interview Strategies in Improving the Quality of Learning in SMP 25 Padang

Informant	Position	Interview Results
AF	Teacher	In increasing quality, learning strategies teachers apply include the strategies presented in the activity process Study teaching starts from planning, organizing, observing, supervising, and evaluating.
ES	Teacher	The strategy to increase quality learning is through activity learning, method learning, media used, time stare advance, and management class. Learning activities through preliminary stages, presentation of material, and closing. The learning method used is the lecture method, the question-and-answer method, and the demonstration method. Then the media used are whiteboards, textbooks, and worksheets.
YR	Teacher	The quality of learning can be seen from the relevance of the curriculum to teaching and how comfortable the learning atmosphere is created.

Based on the results of the interviews in Table 2, it shows that several strategies were carried out by the teacher to improve the quality of learning by managing learning, starting from planning, organizing, observing, supervising, and finally evaluating. In addition, it also uses learning methods and manages the learning atmosphere.

Table 3. Interview Results on the Effectiveness of Implementation of Learning Supervision in Improving the Quality of Learning at SMP 25 Padang

Informant	Position	Interview Results
E	Head School	The supervision of learning that is carried out effectively increases teachers' professional competence, as seen from the increased mastery of teaching materials, lesson planning, implementation of learning, and assessment of learning outcomes. However, one obstacle for teachers is the need for learning media assistance to bridge the presentation of material.

Informant	Position	Interview Results
AF	Teacher	The effectiveness of education is quite effective and is carried out by all parties who are responsible, and this shows the number of students who excel every time they participate in the competition. Of course, every student usually achieves this achievement because of the professional level of teachers, and teachers can carry out their duties properly because of the effectiveness of supervision.
YR	Teacher	The effectiveness of implementing learning supervision is immensely effective by the school principal. It is just that the obstacle is that, however professional the teacher is in designing learning, if the learning media is not supportive, of course, the results will not be satisfactory because the teacher also needs learning media that must be used so that students easily understand the material presented by the teacher during the teaching and learning process takes place.

The results of the interviews in Table 3 show that the implementation of learning supervision has been carried out quite effectively by the school principal. However, there are several problems in supervision, namely the lack of learning media and the principal's time to supervise is still tiny.

Discussion

The following is a discussion of the research results originating from observations, interviews, and questionnaires about the effectiveness of the principal's learning supervision in improving the quality of learning at SMP Negeri 25 Padang.

1. Implementation of School Principal Learning Supervision at 25 State Junior High Schools in the city of Padang

Researchers conducted direct interviews with schools who knew the implementation of learning supervision to find out the implementation of learning supervision at Public Junior High School 25 Padang City. When the author interviewed Mrs. YR, a Mathematics instructor, regarding the extent to which the process of implementing learning supervision affected the quality of learning mathematics, it was found that: 70. So far, the process of implementing educational supervision carried out by school principals has been quite effective, as evidenced by the effectiveness of teachers in implementing their duties as teaching staff and the increasing professionalism of teachers in designing learning materials, especially learning Mathematics.

Then when the author conducted interviews about the extent to which the process of implementing learning supervision affected the quality of learning, the teacher with the initials ES stated that: The process of implementing learning supervision had gone well, where the teacher was given guidance and direction. To help teachers do their job effectively in improving the teaching and learning process. When the authors conducted interviews about how learning supervision was applied to the quality of learning, the principal stated

that: Learning supervision at Public Junior High School 25 Padang City is a service that guides, facilitates, motivates, and assesses teachers in implementing supervision. Learning and professional development so that the implementation process is successful.

The author can conclude that implementing learning supervision on the quality of learning in SMP Negeri 25 Padang City has been effective because learning supervision can be a benefit that directs, encourages, spurs, and surveys instructors in the utilization of learning. Whereas the results of the school principal's meeting when the researcher conducted interviews about how to supervise learning, he said that: There are several perspectives on the use of learning supervision, especially from the point of view of planning a learning supervision program where the planning of the supervision program begins with gathering a supervision group. The supervision group that had been formed at that time set the supervision objectives, determined the supervision indicators/targets, and decided on the supervision plan. The point of view of implementing supervision standards, the perspective of the implementation of supervision approaches, and the angle of implementing supervision strategies. Formation of a supervision team which is legalized by a decree (SK) of the school principal. The team was formed to assist school principals in carrying out their supervisory duties to streamline school academic supervision activities. Team members are appointed based on higher ranks to assess teachers with lower ranks and teachers considered capable by the school principal of carrying out academic supervision properly and impartially (Mediatati & Jati, 2022). In carrying out supervision, supervisors can use several approaches, namely directive, non-directive, and collaborative (Santoso, 2022).

From the explanation above, it can be concluded that in carrying out learning supervision, there are several points of view connected by vital matters, namely the perspective of making supervision programs, the perspective of applying supervision standards, the perspective of applying supervision approaches, the angle of implementing supervision procedures. A good supervision program, according to Oteng Sutisna (Slameto, 2016), includes the entire learning process that builds a conducive teaching and learning environment, which includes aims and objectives, curriculum development, teaching methods, evaluation, development of planned student learning experiences both internally and externally. Extracurricular.

Based on the opinion of the leadership of the 25 State Junior High Schools in Padang city and several teachers, the researchers concluded that the implementation of learning supervision could be an approach taken by the center as the most prominent pioneer in each school to oversee the shortage of educators and education staff in correcting deficiencies. This is often to make professional teachers who can give birth to students with noble characteristics so they can get along correctly in the community environment. Furthermore, in each supervision activity, specific objectives must be achieved, which are included in the supervision objectives. Targets can function as headings or arrangements in carrying out supervision, and supervision objectives are very closely related to instructive objectives in schools because supervision is carried out in order to help schools (teachers) to be able to

carry out operations in a better way so that anticipatory learning targets can ideally be achieved. Supervision objectives are divided into two, namely general objectives and specific objectives. The general goals are the goals to be achieved for school teachers, while the specific goals are more directed at the goals to be achieved in fostering aspects involved in the teaching and learning process (Usman & Murniati, 2019).

As for the problems in Public Junior High School 25, Padang City, the principal said that until now, the learning media used by teachers was minimal, and the time spent carrying out supervision needed to be more because the principal had many tasks.

2. Learning Quality at State Junior High School 25, Padang City

In order to improve the quality of learning, of course, educators who are competent in their fields are needed who are certainly not only competent to be excellent teaching staff but must be able to become capable teachers. In addition, to improve the quality of learning, a significant role is needed between the school as a pioneer who supervises learning in each school, teachers, and all school staff so that quality improvement is carried out to achieve the goals. Improving the quality of teaching is one of the components of the modern worldview of teaching delivery in Indonesia. This insight has the most important characteristics, namely being relevant to the needs of the graduate community, a scientific atmosphere conducive to the use of study programs, and the existence of organizational commitment from educators and staff to proper and valid organizational administration.

In education, quality refers to the process of education and educational outcomes. A quality "educational process" encompasses a wide range of inputs, including teaching materials (cognitive, affective, or psychomotor), methodologies (which vary depending on teacher abilities), facilities, administrative support, and other infrastructure and resources, as well as the creation of an enabling environment. On the other hand, quality instructors can be identified by how well they assist students' learning processes, that each teacher or member of the teaching team is responsible for the success rate of student learning and the success of teaching teachers. Learning can only occur if the students themselves are motivated to learn the teacher must gradually plan to introduce the benefits of learning as a commendable life value so that students learn because it is based on a higher life value for the student's own lives, even though this process is not straightforward (Harahap, 2018).

As for the results of the interview by Mr. AF as the teacher, when the writer interviewed about what strategies were used by the teacher to improve the quality of learning, he said that: In improving the quality of learning, The strategies applied by the teacher include strategies that are conveyed in the process of teaching and learning activities starting from planning, organizing, observing, supervising and finally evaluating. It is different from the results of interviews with ES teachers when the authors conducted interviews about the strategies used by teachers to improve the quality of learning, saying that: The strategies used to improve the quality of learning are through learning activities, learning methods, media used, face-to-face time and classroom management. Learning activities through preliminary stages, presentation of material, and closing. The learning

method used is the lecture method, the question-and-answer method, and the demonstration method. Then the media used are whiteboards, textbooks, and worksheets.

From the results of the interviews above, the writer can conclude that the strategies applied by the teacher to improve the quality of learning, namely from the teaching and learning process, must start with planning learning activities, learning methods, media used, face-to-face and class management then observed and evaluated. Based on the results of an interview by YR as a mathematics teacher when the author interviewed, what was the benchmark for improving the quality of learning? The quality of learning can be seen from the relevance of the curriculum to teaching and how comfortable the learning atmosphere is created.

From the point of view of curriculum and material, quality can be seen in how relevant the curriculum and learning materials can provide a variety of diversified learning stimuli and facilities (with diversification, application of several methods, and differences) from the aspect of the learning climate, and quality can be seen from how much the learning atmosphere supports the creation of activities enjoyable, challenging, fun and meaningful learning for the formation of educational professionalism (Mukroni, 2017).

From the interviews above, the authors can conclude that: In addition to the excellent curriculum and resources, they utilize learning media as a means or instrument for teaching in the classroom. Therefore, schools are expected to be able to provide appropriate learning media according to the topics to be taught. After schools provide quality curriculum and teaching materials, the teacher's role remains to be strengthened as a professional teaching staff. However, the school principal must supervise teachers in carrying out their duties because the school principal is a supervisor in supervising educational staff. Learning media is anything that is used to transmit messages and can stimulate the thoughts, feelings, concerns, and willingness of the learner so that it can encourage a deliberate, purposeful, and controlled learning process (Miarso, 2016). The benefits of learning media, namely: (1) provide teacher guidelines for achieving learning objectives so that they can explain learning material in a systematic order and assist in presenting exciting material to improve the quality of learning. (2) increasing student motivation and interest in learning so that they can think and analyze the subject matter provided by the teacher with fun learning situations and understand lessons easily (Nurrita, 2018).

3. The Effectiveness of the Implementation of Principal Learning Supervision in Improving the Quality of Learning in Public Junior High School 25, Padang City

Learning supervision is carried out by the school principal to improve teachers' professional competence. According to Nawawi (Ubabuddin, 2020), learning supervision is defined as a service provided by leaders to help teachers to become more competent teachers or personnel according to the development of science in general and education in particular, in order to be able to increase the effectiveness of the teaching and learning process in school.

Based on the results of the interview by the school principal when the writer interviewed how the effectiveness of achieving the learning targets against the plans that

had been set said that: the supervision of learning that was carried out was quite effective in increasing the professional competence of teachers as seen from the increased mastery of teaching materials, lesson planning, implementation of learning and assessment of learning outcomes, but there is one obstacle for teachers, namely the lack of learning media assistance as a tool that bridges the presentation of material.

As for the results of the interview by YR as a mathematics teacher, when the researcher conducted interviews about the effectiveness of achieving learning targets against the plans that had been set, said that: The effectiveness the implementation of learning supervision was indeed quite effective by the school principal, it is just that the problem is that, however, the professional level of the teacher in designing learning if the learning media is not supportive, of course, the results will not be satisfactory, because the teacher also needs learning media that must be used so that students can easily understand the material presented by the teacher during the teaching and learning process. It was different with the AF teacher when the author conducted interviews about the effectiveness of achieving learning targets against the plans that had been set, saying that: The effectiveness of education was quite effective carried out by all responsible parties. This shows the number of students who excel every time they participate in competitions. Of course, every student usually achieves this achievement because of the professional level of teachers, and teachers can carry out their duties properly because of the effectiveness of supervision.

From the description above, the author can conclude that the effectiveness of educational supervision at 25 Public Junior High Schools in Padang City has been carried out effectively by responsible parties. This shows that the level of teacher professionalism and the number of students who excel and win in each activity have increased. Has increased. When the authors conducted interviews with school principals about the effectiveness of school principals in providing services to teachers so that the learning process could run smoothly, the following results were obtained: 1) Assisting teachers in planning, implementing, and assessing lesson unit activities; 2) Helping teachers plan teaching and learning activities; 3) Assist instructors in evaluating teaching and learning processes and outcomes; 4) Assist teachers in assessing student learning outcomes; 5) Assist teachers in translating the curriculum into teaching.

From the explanation above, the principal providing services to teachers so that the learning process can run smoothly is good. The principal assists teachers in planning, implementing, and assessing learning program activities, assisting teachers in preparing teaching and learning activities. Some of the roles of the principal as a supervisor in improving the quality of learning are: 1) Implementation of supervision will help improve the quality of teacher learning, 2) Implementation of Supervision has a very positive influence on teachers, 3) Will assist in improving the learning process starting from devices, values, methods, as well as learning approaches used for students, 4) developing the teacher's ability to change according to the learning curriculum, 5) Implementation of

supervision can get new values that have not been applied before in teaching and learning activities (Ali, 2019).

D. Conclusion

The conclusion that can be drawn from research on the effectiveness of school principals' supervision of learning in improving the quality of learning in Public Junior High School 25 Padang City is that the implementation of learning supervision has been effective because learning supervision can be a benefit that directs, encourages, spurs and surveys instructors in the use of learning. As for the problems in Public Junior High School 25, Padang City, the principal said that until now, the learning media used by teachers was minimal, and the time spent carrying out supervision needed to be more because the principal had many tasks. The strategy applied by the teacher to improve the quality of learning is that the teaching and learning process must start with planning learning activities, learning methods, media used, face-to-face, and class management, then observed and evaluated. The principle in providing services to teachers so that the learning process can run smoothly is good, where the principal assists teachers in planning, implementing, and assessing learning program activities and assisting teachers in preparing teaching and learning activities.

It is hoped that the results of this study will serve as evaluation material for school principals in improving learning supervision at 25 Public Junior High Schools in the city of Padang because the more influential the supervision is, the better the quality of learning carried out by the teacher will also increase. From the results of this study, it is hoped that all problems in the implementation of learning supervision can be resolved immediately so that the supervision of learning carried out by the principal can improve the quality of learning in 5 Public Junior High Schools in the city of Padang.

Consider In the results of this study, and the authors summarize, there are two implications, namely theoretical and practical implications, that might be implicated in this study, there are two of which theoretical implications and practical implications that can be considered in the future to be applied in the field. The first theoretical implication is in the form that the implementation of learning supervision carried out by the principal will help improve learning outcomes in schools because the implementation of learning supervision will bring better guidance and direction of change to teachers in carrying out learning so that student learning outcomes can increase and be of good quality. Meanwhile, the practical implications of this research are that this research can be used as a benchmark for school principals in implementing learning supervision to help and guide teachers to improve the learning process in schools with the hope of increasing quality learning outcomes.

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