



## Poor Academic Supervision Authority of the Head of Public and Private Madrasah Aliyah (MA) in Improving Teacher Performance

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### Abstrak

Kepala madrasah dalam melaksanakan tugas pokok dan fungsi (tupoksi) supervisi akademik memiliki otoritas yang optimal dalam meningkatkan kinerja guru. Penelitian ini bertujuan untuk menganalisis penggunaan otoritas supervisi akademik kepala madrasah aliyah (MA) negeri dan swasta dalam meningkatkan kinerja guru. Penelitian ini menggunakan pendekatan *deskriptif analitis* dalam mengungkapkan masalah penggunaan wewenang, kewajiban dan kekuasaan kepala madrasah dalam meningkatkan kinerja guru. Metode pengumpulan data dilakukan melalui observasi, wawancara dan studi dokumen program dan kegiatan supervisi akademik. Teknik pengolahan data dengan cara verifikasi data, penyajian data, reduksi data, dan penarikan kesimpulan hasil penelitian. Teknik analisis data dengan cara merefleksi, menginterpretasi dan menyusun rencana aksi terhadap hasil penelitian. Hasil penelitian menunjukkan bahwa penggunaan otoritas supervisi akademik kepala madrasah masih dikatogori lemah dalam meningkatkan kinerja guru. Kepala madrasah masih kurang serius menggunakan wewenang dalam menyusun perencanaan program supervisi akademik. Kepala madrasah dalam menjalankan kewajiban pelaksanaan program supervisi akademik masih kurang sesuai menurut petunjuk teknis yang berlaku. Kekuasaan kepala madrasah dalam melakukan inovasi-inovasi program supervisi akademik belum dimanfaatkan dengan baik untuk meningkatkan kinerja guru. Temuan ini dapat direkomendasikan kepada kepala Kantor Kementerian Agama Kabupaten/Kota dan pengawas madrasah untuk melakukan pembinaan dan pelatihan kepada kepala madrasah secara terprogram terhadap pelaksanaan supervisi akademik di madrasah.

**Kata Kunci:** *Lemahnya Otoritas; Supervisi Akademik Kepala Madrasah; Kinerja Guru*

### Abstract:

The head of the madrasah in carrying out the main duties and functions of academic supervision has optimal authority in improving teacher performance. This study aims to analyze the use of the academic supervisory authority of the madrasah principals in improving the performance of Madrasah Aliyah (MA) teacher in West Aceh District. This study uses a descriptive analytical approach in revealing the problem of using the authorities, obligations and powers of the madrasah principals in improving teacher performance. Methods of data collection were carried out through observation, interviews and study of program documents and academic supervision activities. Data

processing techniques were conducted by means of data verification, data presentation, data reduction, and drawing conclusions from research results. The data analysis technique is by reflecting, interpreting and compiling an action plan on the research results. The results showed that the use of the academic supervision authority of the madrasah principals was still categorized as weak in improving teacher performance. Madrasah principals still do not take it seriously in using their authority in planning academic supervision programs. The heads of the madrasahs in carrying out the obligations of implementing the academic supervision program are still not in accordance with the applicable technical instructions. The power of the heads of madrasahs in carrying out innovations in academic supervision programs has not been utilized properly to improve teacher performance. These findings can be recommended to the head of the Regency/City Ministry of Religious Affairs Office and madrasa supervisors to carry out programmatic guidance and training for madrasa principals on the implementation of academic supervision in Madrasahs.

**Keywords:** *Weak Authority; Academic Supervision of the Head of Madrasah; Teacher Performance*

## INTRODUCTION

The academic supervision authority of the madrasah principal has not functioned as expected up to this point, thus inviting the attention of parents, the community and education stakeholders due to the low quality of the learning processes and outcomes carried out by teacher (Hartono, 2021). The madrasah principal as the holder of academic supervision control does not seem to be able to direct and foster teacher to work genuinely in improving the quality of the learning processes and outcomes. The head of the madrasah as a supervisor is still not serious in organizing academic supervision programs and activities properly for teacher to improve their performance through improving the quality of learning processes and outcomes (Husni, 2019). The implementation of the academic supervision of the madrasah principal has not had a direct influence on improving the quality of education in madrasah.

The academic supervision authority of the madrasah principal is the authority, power and legitimacy that is directly attached to the position of the madrasah head in carrying out the main duties and functions of academic supervision to teacher. The implementation of academic supervision authority is actualized through academic supervision activities, starting with the first stage, carrying out the process of preparing academic supervision program planning, the second stage, carrying out academic supervision and the third stage, evaluating and following up on the results of class visit supervision (Hendriawati, 2019). Authority in the form of academic supervision authority is implemented when planning academic supervision programs. Authority in the form of academic supervision obligations is implemented when carrying out academic supervision programs and authority in the form of power is implemented when making innovations to academic supervision programs in madrasah (Rasu et al., 2021) Academic supervision authorities hold an important role in correcting, improving and fostering the teaching and learning processes carried out by teacher to improve their performance.

The results of previous studies related to the academic supervisory authority of madrasah heads in improving teacher performance have been studied by Hartono with

the title source of authority for implementing educational supervision explaining that madrasah principals have not carried out academic supervision duties properly, so that teacher in carrying out teaching and learning activities shows very low quality of work performance (Hartono, 2021). Furthermore, it was studied by Latifur Rasyidah with the title of implementing academic supervision in junior high schools found the results of research that the principal's academic supervision activities have not achieved effective results in improving teaching outcomes, because the planning of academic supervision programs has not involved all the related components. The implementation of academic supervision is delegated to senior teacher using the direct method. While the evaluation and follow-up of academic supervision is only limited to coaching and strengthening teacher (Rasyidah, 2019). Then Miftahul Laili Hasanah studied it with the title of academic supervision and how teacher performance explained the results of the study that there was a significant relationship between the academic supervision of the madrasah principal and teacher performance. If the academic supervision of the madrasah principal goes well, the teacher's performance will also increase optimally (Hasanah & Kristiawan, 2019).

Based on the results of the previous research, it can be concluded that the academic supervision of the madrasah principal has not been carried out according to the applicable provisions so that the quality of the learning processes and outcomes carried out by the teacher cannot be guaranteed by the madrasah principal. Therefore, it is necessary to analyze in depth through this research related to the academic supervision authority of madrasah principals in improving teacher performance. Teacher performance from the results of the learning process is something that the madrasah principal must be responsible for to parents, education stakeholders, the community and the government.

Theoretically, the head of the madrasah as the controller of the academic supervision program has the obligation to guide, foster, help and assist in improving and increasing the quality of the learning processes and outcomes carried out by the teacher (Sarasasti, 2016). Then the supervised teacher also has the right to get guidance and assistance from the madrasah principal and has an obligation to improve the quality of the learning process and outcomes (Barnawi, 2014: 78). Furthermore, the head of the madrasah as a supervisor must be at the forefront of improving teacher performance in order to gain public trust in education in madrasahs (Anissyahmai et al., 2017). Building public trust through the implementation of academic supervision programs requires strong moral support from the madrasah apparatus, the sincerity of the madrasah principal in carrying out their duties, the managerial competence of the visionary madrasah principal, a reliable entrepreneurial spirit and optimal social support from the community (Mansor et al., n.d. 2021).

Observing the results of initial observations at Madrasah Aliyah (MA) and the growing issue of the weak academic supervision authority of the madrasah principal, it turns out that it has affected the concerns of parents, the community and education stakeholders about the quality of the learning processes and outcomes carried out by teacher inside and outside the classroom. The quality of the learning processes and outcomes as a reflection of the quality of graduation, academic and non-academic quality of students. The purpose of this study is to analyze the academic supervision authority of madrasah principals in improving teacher performance, by focusing the discussion on the academic supervision authority of madrasah principal in planning academic supervision programs to improve teacher performance, the obligation of

madrasah academic supervision in implementing academic supervision programs to improve teacher performance, and the academic supervisory power of madrasah principal in innovating academic supervision programs to improve teacher performance. The three focus of the discussion will be researched and sought for answers to the respondents who have been determined in this study.

The weaknesses in the form of authority, obligation and power to carry out the main duties and functions of academic supervision can be caused by three main factors, namely: first, the head of the madrasah as the controller of the academic supervision program seems less consistent and committed to the obligations entrusted to him and lacks competence in the field of academic supervision for which he is responsible. Second, teacher who is supervised feel less confident to be observed by the head of the madrasah in class visits, due to the psychological factors of teacher who does not want to know their weaknesses and shortcomings. Third, head of the Regency/Municipal Ministry of Religious Affairs offices as superior of the madrasah head puts too much faith in the madrasah head himself, so that the duties of the head as a supervisor receive less attention for giving guidance and supervision in madrasah.

## METHODS

This research is a field research with a descriptive analytical approach in revealing important issues that are relevant to the "Academic Supervision Authority of Madrasah Principal in Improving the Performance of Madrasah Aliyah Teacher in West Aceh District, Aceh, Indonesia".

Sources of data in this study, were all of principals of public and private madrasah as many as 7 (seven) people, consisting of 3 (three) people from the heads of State Madrasah Aliyah (*MAN*) and 4 (four) people from the heads of Private Madrasah Aliyah (*MAS*) in West Aceh District. The research process was carried out through 6 (six) activities, namely: 1) researchers designed research instruments including: a) observation, and interview lists, 2) researchers developed research instruments with academic supervision experts, 3) researchers revised research instruments, 4) the researcher collects primary and secondary data for 7 (seven) madrasahs through observation and interviews with the madrasa principals and study of program documents, and academic supervision activities carried out by the madrasah principals, and 5) researchers validate the data that has been collected, and 6) the researcher conducted data verification, data presentation, data reduction, and conclusion drawing of research findings.

The data analysis technique of the research results was carried out by analyzing the research results obtained from the respondents according to the statements submitted in the questionnaire by reflecting, interpreting, comparing with the results of previous studies and action plans on the research results. The results of this descriptive analysis are presented in the form of frequency and percentage distributions into 3 (three) categories, namely those who have implemented academic supervision authority, are currently experimenting with implementing academic supervision authority and have not implemented academic supervision authority in madrasah.

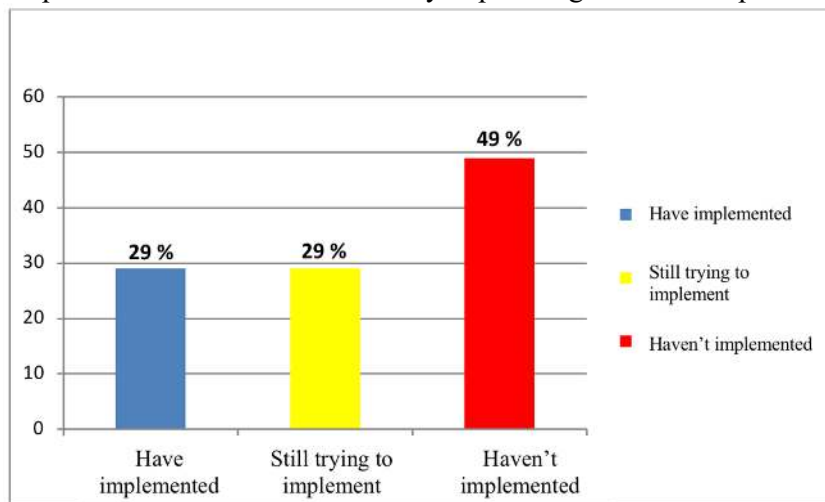
## FINDINGS AND DISCUSSION

### The Use of Authority for Planning Academic Supervision Program Planners in Improving Teacher Performance

Based on the data obtained from 7 (seven) madrasah principals, they can be grouped into 3 (three) categories, the level of seriousness of the madrasah principals using the authority to plan academic supervision programs. In the first category, only 2 (two) madrasah principals (29%) have planned an academic supervision program 2 (two) times a year at the beginning of the semester. In the second category, only 2 (two) madrasah principals (29%) are new to the level of trying out the planning of the academic supervision program, but the plans that have been prepared are still considered to be incompletely formulated. The third category, as many as 3 (three) madrasah principals (42%) have not prepared any plans for academic supervision work programs at the madrasahs that they lead. For more details can be seen in chart 1 below:

**Chart 1: The Level of Seriousness in Using the Authority of Academic Supervision Planning in Improving Teacher Performance**

Referring to the data in chart 1 above, it shows that the majority of madrasah principals have not used their authority in planning academic supervision programs to



improve teacher performance. The head of the madrasah should, with the existing authority, draw up a work plan for academic supervision, including: formulating and determining the planning of academic supervision work programs, holding meetings with teacher related to the implementation of academic supervision, analyzing the burden of the teacher's teaching duties and facilitating teacher in preparing documents for the completeness of teacher teaching administration materials.

The head of the madrasah as supervisor in the madrasah has the authority to plan academic supervision programs. In planning the academic supervision program, the madrasah principal has the authority at the beginning of each semester of the current academic year to formulate and determine the planning of the academic supervision program (Harianto, n.d. 2019). The planning of the academic supervision work program that was compiled became the basis and guideline for the head of the

Madrasah in carrying out the duties of academic supervision in the madrasah. If the head of the madrasah is getting negligent and inattentive in compiling and determining the planning of the academic supervision program, then indirectly he has messed with the authority entrusted to him by the government (Herman, 2021). For this reason, the head of the madrasah with the existing authority are obliged to compile and determine academic supervision plans at the beginning of each semester of the current academic year in order to have guidelines in implementing academic supervision programs and activities in madrasah.

The weakness of madrasah principal in using their authority to formulate academic supervision plans is not due to the lack of legitimacy of madrasah principal, but because of the lack of seriousness and lack of consistency of madrasah principal in formulating plans for academic supervision programs in madrasah. "Supposedly the head of the madrasah at the beginning of each semester of the academic year must prepare an academic supervision program plan by involving the deputy head, teacher and other related elements" (Ibrahim et al., 2016). The head of the madrasah as the supervisor has the obligation to plan the academic supervision program as a work guide in carrying out the main duties and functions of academic supervision in the madrasah.

The heads of the madrasah as supervisor must make an adequate contribution to the implementation of academic supervision in the madrasah, so that the quality of the learning processes and outcomes carried out by the teacher can be guaranteed (Gurdjian, P et al., n.d.). Therefore, the head of the madrasah together with the madrasa residents must prepare a careful, programmed and scheduled supervision program plans so that the implementation of academic supervision really goes according to applicable regulations (Handayani & Sukirman, n.d. 2020). The head of the madrasa together with the deputy head, teacher and employee must be able to ensure that at the beginning of each semester of academic year they hold a large deliberation to formulate, compile and determine the planning of a complete and integrated academic supervision programs with academic and non-academic activities in the madrasah.

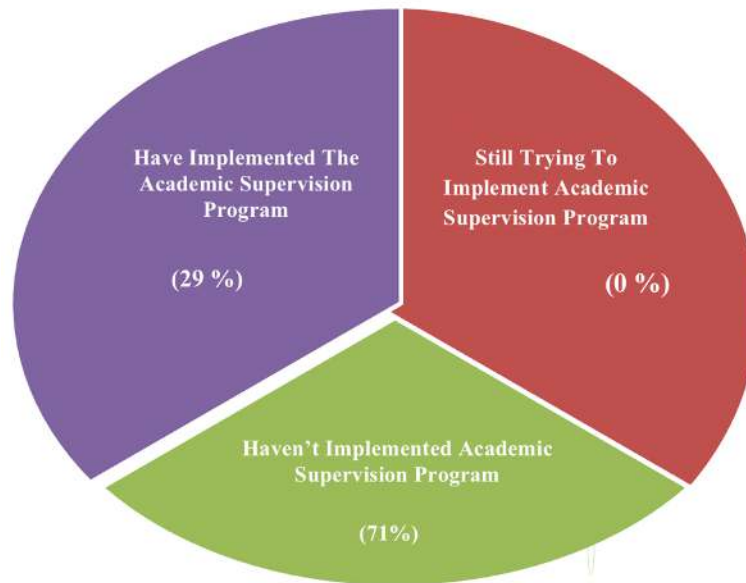
The implication of the weak use of authority in preparing academic supervision plans can have an impact on madrasah principal and teacher in implementing academic supervision programs in madrasah. If there is no academic supervision plan, then automatically there are no clear work guidelines in the implementation of the academic supervision program in madrasah, so that the implementation of the academic supervision program will not run according to applicable regulations (Kholiq, 2017). Ideally, in using the authority to compile and determine the planning of the academic supervision program, it is only necessary to refer to the planning of the academic supervision program that was determined in the previous year (Handayani & Sukirman, n.d.).

Action plans carried out to overcome weaknesses in using the authority to plan academic supervision programs can accomplish academic supervision planning activities, including: a) planning class visit supervision, b) holding private meetings with teacher, c) holding meetings with the teacher council to obtain information and valid data, d) processing data by verifying and correcting the validity of the data that has been collected, e) clarifying the data according to the type and problem area, f) clarifying the problems that occur, and g) planning improvements, and increasing the professionalism of educator through establishment of appropriate supervision techniques.

### **Implementation of the Obligation to Organize Academic Supervision Programs in Improving Teacher Performance**

Based on the data obtained from 7 (seven) madrasah principals, in fact only 2 (two) of them (29%) have carried out the obligation of implementing academic supervision programs in improving teacher performance, while 5 (five) others (71%) have not completely carried out the obligation of implementing academic supervision programs in improving teacher performance. For more details can be seen in chart 2 below:

**Chart 2: The Level of Seriousness in Undergoing the Obligation of Implementing Academic Supervision Programs in Improving Teacher Performance**



Based on the data in chart 2 above, it illustrates that the majority of madrasah principals have not carried out the obligations of implementing academic supervision programs in improving teacher performance. The heads of the madrasahs have not set the same perception of time, and the aspects that are assessed before the supervision of class visits, the implementation of academic supervision has not been scheduled and continued, the pre-evaluation of the observation results of the supervision visits have not been carried out and the evaluation and follow-up of the results of the supervision of class visits has not been carried out.

The madrasah principal as the controller of the academic supervision program has the obligation to regulate, manage and implement the academic supervision program for teacher in madrasah. This is in line with the instructions in Article 54 paragraph 1 of Government Regulation Number 19 of 2017 and followed up by Regulation of the Minister of Religious Affairs, Number 58 of 2020 that the duties of the head of madrasah are 1) carry out managerial duties, develop entrepreneurship, and carry out supervisory duties to teacher, and education staff, 2) carry out learning or mentoring tasks to meet the needs of teacher. The government regulation mandates the head of madrasah to carry out the task of academic supervision to teacher with

discipline and full sense of responsibility. Discipline and responsibility for carrying out academic supervision tasks in a planned, programmed and integrated manner as evidence that madrasah principal attempts to improve teacher performance (Obeua, n.d. 2012)

The madrasah principal's negligence in carrying out the obligation to carry out academic supervision programs is caused by internal factors that the madrasah principals do not have the awareness, commitment and responsibility to carry out in implementing their obligations as supervisors at the madrasahs (Mansir, 2020). The principals of the madrasahs feel reluctant and anxious to observe the supervision of class visits, due to psychological factors for teacher, and the fact that the principals do not master the aspects of supervision that will be observed in the classroom. The weakness of the internal factors of the madrasah principal makes the implementation of academic supervision to teacher stagnate in madrasah, resulting in the low quality of the learning process and outcomes carried out by the teacher (Kholiq, 2017).

The head of the madrasah in carrying out the obligation to implement the academic supervision program must refer to the planning of the academic supervision program that has been prepared at the beginning of each semester of the current academic year (Ibrahim et al., 2016). The obligation to carry out academic supervision programs must be based on sincerity and high responsibility in carrying out the main duties and functions of academic supervision according to applicable regulations (Herman, 2021) In carrying out these obligations, the head of the madrasah must hold a meeting to equalize perceptions of the time of class visits, determine the schedule for class visits, determine the aspects that are assessed when observing supervision of class visits and carrying out supervision observations of class visits, conducting pre-evaluation of the results of class visits supervision observations and conducting evaluation meeting and follow-up on the results of supervision of class visits.

The implication of the weakness of the madrasah principal in carrying out the obligation to implement academic supervision programs can lead to stagnation of the academic supervision program in madrasah, experiencing obstacles in developing the teaching profession and the professional attitude of teacher in madrasah (Kholiq, 2017). If this obligation can be carried out ideally, then the supervision of class visits will be carried out properly, orderly and smoothly in making improvements and development of the quality of learning processes and outcomes carried out by teacher in madrasah (Yasin M. M. & Mohd. Ali. H. B, 2016).

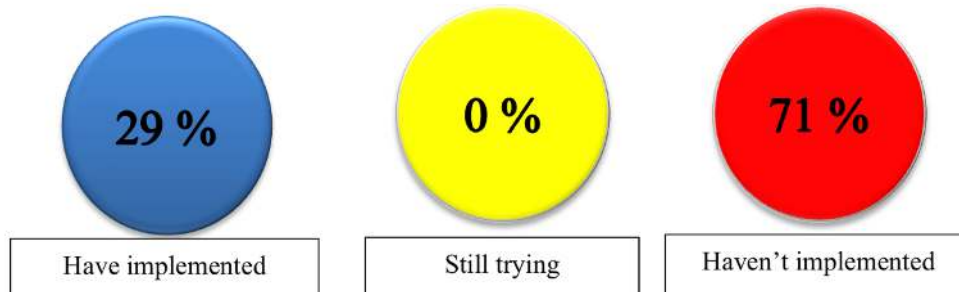
Action plans to overcome weaknesses in carrying out the obligations of implementing academic supervision programs can be carried out through: 1) rebuilding awareness, sincerity and responsibility of madrasah principal, deputy head and teacher to jointly carry out academic supervision programs genuinely, 2) increasing knowledge and the skills of the madrasah principal in the field of in-depth and comprehensive educational supervision, 3) increasing the number of educational supervision books and technical guidance books for the implementation of academic supervision, 4) instilling awareness and motivation in teacher to take part in a series of continuous academic supervision activities in madrasah, and 5) carrying out observation of class visits through CCTV media installed in the headmaster's room.

**Use of Power to Innovate Academic Supervision Programs to Improve Teacher Performance**



Based on data obtained from 7 (seven) madrasah principals, it can be seen that from 7 (seven) madrasah principals, it turns out that only 2 (two) of them (29%) have used their power to innovate academic supervision programs in order to improve teacher performance, while 5 (five) others (71%) have not used their power to innovate on academic supervision programs in improving teacher performance. For more details can be seen in chart 3 below:

**Chart 3: The Level of Seriousness in Utilizing the Power of Implementing**



**Academic Supervision Program Innovations in Improving Teacher Performance**

Referring to the data in chart 3 above, it shows that the majority of madrasah principals have not used their power to innovate academic supervision programs in improving teacher performance. The principals of the madrasahs do not yet have the initiative and creativity to innovate the academic supervision governance system and the academic supervision program innovation in order to make improvements and develop the quality of learning processes and outcomes. Improving the quality of the learning process and outcomes is a form of achieving the goals of academic supervision carried out by the heads of the madrasah.

The head of the madrasah as a supervisor has full power to make innovations to the academic supervision program at the madrasah. The academic supervision program should not be static, but must be dynamic according to the needs of teacher, students and the community in making innovations to the academic supervision program (Jabbar & Hussin, 2019). Innovations in academic supervision programs are directed at innovations in the governance system for implementing academic supervision and innovations in academic supervision work programs in madrasah.

The weakness of madrasah principals in innovating academic supervision programs is caused by the lack of the initiative and creativity to innovate the academic supervision governance system and innovate academic supervision programs in madrasahs (Muflihini, 2018). The innovation of the academic supervision implementation system is related to the governance of the implementation of academic supervision, including: there are standard operating procedures (SOP) and an internal quality assurance system (IQA) for academic supervision. While the innovation of the academic supervision program is related to academic supervision techniques, the development of academic supervision models and activities for the development of the teacher's profession and teacher's professional attitude.

The implication of the weakness of using academic supervision power in innovating academic supervision programs can result in the academic supervision

work system becoming static and the academic supervision program stagnation in meeting the needs of teacher, students and the community when following the series of procession of academic supervision activities in madrasah. If the principal's power can function ideally in carrying out academic supervision, then academic supervision services can meet the needs of teacher and can motivate teacher to do better and move forward (Herman & Idris, 2020). Furthermore, through system innovation and academic supervision programs, it can meet the requirements of public accountability for academic supervision services in terms of improving teacher performance in madrasah (Harianto, n.d.).

Action plans to overcome weaknesses in using power to innovate academic supervision governance systems and academic supervision program innovations can be carried out including: 1) the head of the Regency/City Ministry of Religious Affairs office as the superior of head of the madrasah has the obligation to continuously foster madrasah head through work meetings, webinars, workshops, and training to build awareness and commitment of madrasah principals to carry out academic supervision duties properly, 2) the head of the Regency/City Ministry of Religious Affairs office as the supervisor of madrasah principals must encourage madrasah heads to build a governance system for academic supervision and program innovation academic supervision carried out by the head of the madrasa, 3) the head of the Regency/City Ministry of Religious Affairs office as the supervisor of the madrasah head must oversee the management system of academic supervision and innovation of the academic supervision program carried out by the head of the madrasah, and 4) the head of the Ministry of Education The district/city religion department as the supervisor of the madrasah principal can provide rewards (gifts) to madrasah principals and teacher who are able to improve the quality of learning processes and outcomes through academic supervision programs carried out by madrasah principals.

## CONCLUSION

Based on the results of the study, it can be concluded that the academic supervision authority of the head of public and private Madrasah Aliyah in West Aceh Regency is still categorized as weak. The madrasahs principals has not optimally used his authority in planning academic supervision programs, so that in carrying out academic supervision tasks do not have work guidelines. Then, madrasahs principals are also still not optimal in carrying out their obligations to carry out academic supervision programs according to the applicable technical guidelines. Furthermore, madrasahs principals have not used their power to innovate academic supervision governance systems and innovate academic supervision programs properly. This condition is one of the triggers for the low quality of educational processes and outcomes in madrasahs.

The findings of this study can be recommended to the Head of the Office of the Ministry of Religious Affairs of West Aceh Regency to carry out strict guidance and supervision of the implementation of academic supervision in madrasah, considering the findings of this study, the majority of principals have not carried out academic supervision as required in *Permendiknas* Number 13 of 2007, *Permendiknas*, Number 28 of 2010 and *PMA* Number 58 of 2020. If this condition is left unchecked or not immediately addressed, it can result in the low quality of learning, and the results of academic and non-academic achievements of students in madrasah, due to the weak performance of teacher. Likewise, madrasah principals who have academic

supervisory authority are expected to carry out their main duties and functions of academic supervision seriously, honestly and trustworthy so that the authority attached to the position of the madrasah head is truly carried out with a sense of responsibility as a supervisor at the madrasah. The head of the madrasah as the supervisor continues to strive to increase the capacity of self-ability in the field of academic supervision to teacher in order to improve and increase the quality of the teaching profession and the professional attitude of teacher in madrasah.

Given the circumstances of the limited time and ability of researchers to carry out this research study, it is deemed necessary to conduct further research on other independent variables, especially regarding the implementation of academic supervision of madrasah to teacher in madrasah. As to test the level of seriousness of the principal as a supervisor, it is not enough to rely on the variable of academic supervision authority in the form of authority, power and legitimacy for the implementation of academic supervision of teacher in madrasah. Then the results of this study are much different from the results of previous studies, therefore it is very relevant that the results of this study are tested further with the results of further research.

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