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## Head of school as supervisor of education in Public Senior High School, Kawangkoan North Sulawesi, Indonesia

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### Abstract

The principal as an education supervisor plays a role in increasing the ability of teachers to improve the quality of learning. The principal as a supervisor is expected to be able to provide services and assistance to teachers to develop teacher quality in processing teaching and learning activities in the classroom in accordance with the objectives of educational supervision. This research uses descriptive qualitative research methods. Data collection techniques using observation, interviews and documentation. The results of this study indicate that the principal is able to function as an educational supervisor at Public Senior High School Kawangkoan (SMA Negeri 1 Kawangkoan). This is based on the principal's ability to plan, implement, and evaluate educational supervision at SMA Negeri 1 Kawangkoan which is considered successful with the conclusions of the study: (1) The principal is able to plan educational supervision at SMA Negeri 1 Kawangkoan by using an assessment instrument; (2) To carry out educational supervision following a predetermined program; (3) The implementation of educational supervision in 2020 at SMA Negeri 1 Kawangkoan encountered a few obstacles related to the Covid-19 pandemic; (4) The principal in evaluating the results of supervision involves the supervision team; (5) The principal follows up on the evaluation results by providing reinforcement, one of which is by conducting In House Training; (6) Principals and teachers benefit from educational supervision activities by increasing teacher performance which can have an impact on the quality of student learning.

**Keywords:** Principal, supervisor, education supervision

### Introduction

Education is one of the keys in shaping human beings who are knowledgeable, moral, have noble morals, and have skills or expertise that can help human life in the future. Education is not only beneficial individually but also for the progress of a nation. Education is a conscious effort that is deliberately carried out in order to achieve the stated goals, so that through education it is hoped that the quality of human resources can increase (Piet A. Sah Understanding, 2008: 19) <sup>[14]</sup>.

A country can be said to be advanced when its education is also advanced. However, survey results often show that the quality of education in Indonesia is still weak. Based on the results of the 2015 Program for International Student Assessment survey on the education system of 72 countries around the world, Indonesia's position has increased by six ranks and above compared to 2012 when Indonesia was second from the bottom (Ministry of Education and Culture, 2016). Despite the increase, Indonesia is still among the ten countries with the lowest quality of science.

Today, our education continues to face various challenges, including: (1) the rapidly increasing population has resulted in an increase in people's need for education, which indirectly demands the availability of adequate educational infrastructure; (2) the development of science and technology in an increasingly modern direction requires the mastery of skills that are in accordance with the times so that they are in line with the concept of long life education; (3) the advancement of technology that can facilitate human work but is also often seen as a threat to human needs as workers (Saud, 2018: 5).

The government continues to strive to improve the quality of education in Indonesia. This can be seen clearly through the government's efforts to make changes to the curriculum,

provide teacher certification allowances, provide school operational funds, implement the Bachelor of Education program in Frontier, Outermost, and Disadvantaged Areas (SM3T), and various other efforts. All this is done by the government to increase human resources through education. Increasing human resources through education will be achieved by improving the quality of learning, one of which is through educational supervision. Education supervision has the main objective, namely to provide services and assistance to teachers to develop or improve the quality of learning.

The success or failure of educational supervision carried out at the school level cannot be separated from the role of the principal as a supervisor. Given that there are seven main roles of school principals in the perspective of national education policy (Depdiknas, 2006), namely as: (1) educators; (2) managers; (3) administrator; (4) supervisor (supervisor); (6) creating a working climate; and (7) entrepreneur, and one of the main roles of the principal is as a supervisor, so the principal is also expected to be able to plan, implement, and evaluate educational supervision programs. The principal as a supervisor is expected to be able to provide services and assistance to teachers to develop teacher quality in processing teaching and learning activities in the classroom in accordance with the objectives of educational supervision.

The principal as an education supervisor plays a role in increasing the ability of teachers to improve the quality of learning. This is clearly stated in one of the dimensions of the principal's competence, namely the competence of supervision which includes: (1) planning an educational supervision program in order to increase teacher professionalism; (2) Carry out educational supervision of teachers using appropriate approaches and supervision techniques; (3) Following up the results of education supervision of teachers in order to increase teacher professionalism.

Starting from the things described earlier, especially considering the importance of the role of the principal in carrying out his duties as a supervisor in an effort to improve the quality of education, the researcher intends to carry out research on "Principals as Education Supervisors at SMA Negeri 1 Kawangkoan".

Researchers chose SMA Negeri 1 Kawangkoan as the research location because in initial observations the researcher found that SMA Negeri 1 Kawangkoan can be said to be a large school both physically and seen from the number of teaching staff and the number of students there. SMA Negeri 1 Kawangkoan is also led by a school principal who not only carries out his duties and functions at school but receives additional assignments as the Head of the High School Heads' Conference in North Sulawesi Province. Principals are expected to have reliable professional abilities in the implementation of learning supervision, the professional abilities of school principal supervision are needed to improve the quality of teacher training in schools. The problem of improving the quality of teacher development in schools is essentially related to the role of the principal as a supervisor in providing professional assistance and services for teachers so that they are better able to carry out their main duties. It becomes interesting to examine how the principal, without ruling out other main and additional tasks, does his function as an education

supervisor at SMA Negeri 1 Kawangkoan. The aim of this research is:

1. To find out how the principal plans for educational supervision at SMA Negeri 1 Kawangkoan.
2. To find out how school principals carry out educational supervision at SMA Negeri 1 Kawangkoan.
3. To find out how the principal evaluates education supervision at SMA Negeri 1 Kawangkoan.

### Literature Review

Supervision comes from the word "super" which means over or above, and "vision" which means seeing or reviewing. Supervision can mean observing, supervising or guiding and stimulating activities carried out by others with the aim of making improvements (Mukhtar, 2013: 44) <sup>[4]</sup>. The concept of supervision is carried out with the belief that improvements are made to each component that is targeted, supervisors as a guide and consultants to their subordinates cooperatively. The term supervision is widely used for activities similar to inspection, inspection, supervision or assessment.

Educational supervision is an effort to coordinate and guide the continuous development of teachers in schools both individually and in groups (Mukhtar, 2013: 44) <sup>[4]</sup>. Supervision has a central position in the effort to foster and develop work activities in an organization including educational institutions (Mukhtar and Iskandar, 2013) <sup>[4]</sup>. Educational supervision can also be interpreted as coaching provided to all staff in schools in order to increase their ability to create better learning (Subrota, 2014: 125) <sup>[21]</sup>. Good Carter in his book Dictionary of Education, argues that supervision is all the efforts made by school officials in leading teachers and other education staff to improve teaching, complete and revise educational goals, teaching materials, learning methods, and teaching evaluation (Piet A. Sah Understanding, p. 17).

According to Purwanto (2008), there are three functions of education supervision, namely: (1) as an activity to improve the quality of education; (2) as a trigger or driving force for changes in elements related to education; (3) as an activity to lead and guide. In accordance with the concept of understanding, education supervision is divided into two, namely academic supervision and managerial / administrative supervision. Academic supervision focuses observations on the academic process that takes place in this case the teacher is done to help students during the learning process. Whereas managerial supervision focuses on administrative aspects that function as supporting the implementation of learning (Arikunto, 2004: 5).

### Purpose of Educational Supervision

Educational supervision has the main objective, namely to provide services and assistance to teachers to develop or improve the quality of learning. Education supervision also plays a role in developing the potential of teachers and all staff in schools. Pidarta (2009) states that the objectives of educational supervision are: (1) Helping teachers to develop their profession, personal, social; (2) Helping school principals adapt educational programs to local conditions; (3) Striving to increase the quantity and quality of graduates. The purpose of educational supervision is related to the objectives of education in schools because it is basically carried out as an effort to help schools to carry out the teaching and learning process more optimally.

### The Role of Educational Supervision

Supervision has the function of helping (assisting), providing encouragement / support (supporting), and encouraging participation (sharing). Based on its function, the role of supervision appears in the performance of a supervisor. A supervisor can act as: (1) Coordinator; (2) Consultants; (3) Group Leader; (4) Evaluator (Peter F. Olivia, 1976).

- a. As a coordinator, a supervisor can coordinate the teaching and learning programs, assignments and different activities of teachers.
- b. As a consultant, a supervisor can help jointly consult the problems experienced by teachers, both individually and in groups.
- c. As a group leader, a supervisor can lead teachers in developing group potential, teaching materials and materials, and the professional needs of teachers together.
- d. As an evaluator, a supervisor helps teachers assess learning processes and outcomes, assess curriculum and activities that are being developed.

### The Object of Educational Supervision

According to Piet A. Sah Understanding (2008, p. 27-32)<sup>[14]</sup>, the objects of educational supervision include; (1) Guidance and curriculum development; (2) Improvement of the learning process; (3) Staff development; (4) Maintenance and maintenance of morale and morale of teachers.

#### a. Curriculum Coaching and Development

Teachers need to be helped to understand concepts, subject matter, and a theme is compiled, designed in learning activities so that students gain various learning experiences.

#### b. Improved Learning Process

The learning process in question is the activity of the teacher providing instruction and students receiving lessons. Learning is characterized by experiencing changes in behavior due to new experiences (Cronbach, 1954: 47).

#### c. Teacher and School Staff Resource Development

Supervision is needed so that teachers grow in their positions so that teachers are expected to develop their potential.

### Functions and Duties of the Principal

The principal is the main motor of the main process at the school's scope (Mukhtar, p. 85)<sup>[14]</sup>. The principal's activities as a manager include 3 M management, namely first, man (human) as the main driving factor for school activities, secondly, money (money) which is a capital activity, and third, method as a tool to direct people and money. Be effective in achieving goals (Mulyasa, 2001: 21)<sup>[13]</sup>. Apart from being a manager, the principal must be able to become a leader who moves his subordinates and directs in achieving the goals set.

The principal is a functional teacher who is given the task of leading a school where a teaching and learning process is held or a place where there is interaction between the teacher who gives lessons and students who receive lessons (Wahjosumidjo, 2005: 83)<sup>[24]</sup>. In schooling institutions, the principal, or more popularly now, is referred to as "the teacher who gets additional duties as the principal." It is not

those who happen to have the good fortune of seniority, let alone by chance.

Daryanto (2001: 81)<sup>[2]</sup> in his book Educational Administration, specifies that the principal's functions are as follows: a. Formulation of work goals and school policy makers; b. Organizing school work, which regulates the division of tasks and regulates implementing officers, organizes activities; c. Supervision of school activities, including: organizing activities, directing the implementation of activities, evaluating the implementation of activities, guiding and improving the abilities of the implementers.

Sudrajat (2004: 112)<sup>[5]</sup> describes the main duties and functions of the principal as an education leader, namely:

- a. School planning in the sense of determining the direction of the school as an educational institution by formulating a vision, mission, goals and achievement strategies.
- b. Organizing the school in the sense of creating an organizational structure, assigning staff and assigning duties and functions of each staff.
- c. Mobilizing staff in terms of motivating staff through internal marketing and modeling external marketing.
- d. Supervising means supervising, controlling and guiding all school staff and residents.
- e. Evaluating educational processes and outcomes to serve as the basis for education and quality growth, as well as undertaking problem solving both analytically and systematically as well as creative problem solving and avoiding and overcoming conflicts.

As an educational leader in his school, a school principal organizes the school and its personnel who work in it in an effective, efficient, democratic situation, and team work under his leadership, educational programs for students must be planned, organized, implemented and evaluated. In implementing the program the principal must be able to lead professionally, teaching staff, work scientifically, attentively and democratically with an emphasis on continuous improvement of the teaching and learning process.

The principal also has the main task of managing the implementation of educational and learning activities in schools. More operationally, the principal duties of the school include activities to explore and utilize all school resources in an integrated manner in the framework of achieving school goals effectively and efficiently.

### Relevant Previous Research.

First, research conducted by Muklis Riyanto (March, 2015) regarding the Management of Principals in Implementing Academic Supervision at SMA Negeri 5 Lubuklinggau. The research method used is descriptive qualitative. This research shows that: 1) Academic supervision planning has been carried out according to procedures; 2) Implementation of academic supervision including methods, media, and classroom processing has been carried out with good coaching; 3) Assessment of academic supervision includes techniques and procedures where good coaching has been carried out; 4) Follow-up academic supervision includes implementation, implementation, and assessment, good coaching has been carried out by the principal. Supervision carried out by the principal regarding planning includes coaching syllabus and lesson plans. The implementation of

academic supervision by the principal concerns problems, learning methods, learning media and classroom processing. Second, research conducted by Suraiya (2015), according to the conclusion of his research that the principal carries out routine and scheduled supervision activities for teachers in the hope of being able to improve the learning process carried out by the teacher. In its implementation, the principal directly monitors when the teacher teaches in the classroom, the teacher makes learning designs in the form of a lesson plan. The research results described earlier are related to this research which includes planning and implementing educational supervision.

Third, research conducted by Yusmadi (2012) concludes that the supervision program by the principal at SMA Negeri 1 Sigli has been well planned and has guidelines in the implementation of supervision activities. Supervision is carried out using individual and group techniques. Individual techniques through classroom observations and class visits, and group techniques through supervision meetings, group studies between teachers, discussions, educational workshops and training. Each teacher has the opportunity to be supervised according to a predetermined schedule and the process goes through the meeting stages before observation, teacher teaching observations, and meetings after observation. Principals of education follow up the findings of education supervision through humanistic and professional approaches. This research is relevant based on its planning which is routinely carried out, as well as its implementation using the same supervision techniques.

### Research Method

This research uses descriptive qualitative research methods. Qualitative research is research that aims to understand the phenomena experienced by research subjects such as perception, motivation, behavior, action, etc., thoroughly, and by means of descriptions in the form of words, in a special natural context and by utilizing various scientific methods. (Moleong 2007: 6). According to Maolani and Cahyana (2015: 72) <sup>[15]</sup> descriptive research is an activity that aims to describe a situation or phenomenon that occurs, to obtain information in the current state. Descriptive research is also used to address problems in the form of current facts.

**Time and Location of Research:** The research was conducted at SMA Negeri 1 Kawangkoan. This research took place from September 2020 - November 2020. The data in this study were obtained by means of observation / observation and interview / interview. The data of this research are the results of observations or observations, interviews, and documentation of the data sources related to the principal as an education supervisor at SMA Negeri 1 Kawangkoan. The key informants in this study were the principal, vice-principal, and two teachers at SMA Negeri 1 Kawangkoan.

The data collection techniques used in this study are:

1. Observation. In observation, researchers make direct observations of the object of research (Maolani, 2015: 148) <sup>[15]</sup>. Researchers collect recording data systematically on the supervision process of school principals at SMA Negeri 1 Kawangkoan.
2. Interview. An interview is a reciprocal conversation between two or more people to exchange ideas and information through question and answer. Interviews can be used if the researcher wants to know the things

of the respondents more deeply with a small number of respondents (Maolani, p.153) <sup>[15]</sup>. Interviews were addressed to key informants related to the Principal as education supervisor at SMA Negeri 1 Kawangkoan, namely the Principal, representatives of school principals, some teachers and some students at SMA Negeri 1 Kawangkoan.

3. Documentation. Documentation is a technique of collecting data sources through existing objects, both written and unwritten. This documentation technique is to collect data by examining documents related to data about the principal as an education supervisor at SMA Negeri 1 Kawangkoan.

This stage is carried out as a process of selecting, focusing, simplifying, and abstracting field notes. This process continued throughout the research implementation, which even began before the data collection process. Activities to reduce data in this study include: selecting data with parts that are stated as supporting data and discarding data that are considered unresponsive or not in accordance with the research objectives.

Presentation of data is an effort to compile information that helps in drawing conclusions. Presentation of data can be in the form of images, schemes, narratives, and so on can help analyze data. By looking at a data presentation, the analyzer will understand what happened, and provide opportunities for the analyzer to do something on the analysis or other actions based on that understanding.

The validity of data in qualitative research is a very important part of knowing the degree of trustworthiness of the results of research that has been carried out using triangulation techniques in data collection, so the data obtained will be more consistent so that it becomes valid and accountable data. According to Moleong (2008: 326-332) so that the results of the research can be accounted for, it is necessary to check the data whether the data presented is valid or not, so data validity techniques are needed.

Researchers used triangulation techniques to check the validity of the data in this study. According to Sugiyono (2013: 330) triangulation is defined as a data collection technique that combines data from various data collection techniques and existing data sources.

### Result and discussion

#### The Principal of Planning Education Supervision in SMA Negeri 1 Kawangkoan

Through the results of research conducted, it shows that the Principal of SMA Negeri 1 Kawangkoan already has an educational supervision program which is carried out regularly in each academic year. An education supervision program is planned and arranged at the beginning of each year in conjunction with the school's annual program. The principal as a supervisor plans education supervision activities at SMA Negeri 1 Langowan involving representatives of the principal and all existing teachers. The supervision program is designed to pay attention to the situation and condition of students, teachers, and existing facilities at school. Planning for the education supervision program at SMA Negeri 1 Kawangkoan includes the stages of formulating an assessment instrument format, preparing supervision guidance material, and preparing prior supervision data.

The supervision program carried out by the principal contains activities that will be carried out to improve teacher performance in improving the quality of learning in schools. So that the supervision activities planned by the principal can run according to the needs in the field, the supervision program must be realistic so that it can be developed by the school. In this regard, Muslim (2010: 135) suggests steps that can be taken.

### **The School Principal Implemented Educational Supervision at SMA Negeri 1 Kawangkoan**

Based on the results of the study, it is known that the principal in carrying out educational supervision at SMA Negeri 1 Kawangkoan forms a supervision team, in which there are school principals, representatives of school principals, and also several teachers who are given trust by the principal by considering the length of service, rank, as well as the position held by the teacher concerned. The implementation of educational supervision by the principal follows the agreed schedule.

Educational supervision models that are widely applied by school principals are scientific, clinical and artistic models. The scientific model according to Piet A. Sah Understanding (2008) <sup>[14]</sup> has characteristics, namely: (1) Implemented in a planned and continuous manner (continuously); (2) Systematic and using certain procedures and techniques; (3) Using data collection instruments; (4) There are objective data obtained from real situations.

The clinical supervision model according to Mukhtar (2013: 65) <sup>[4]</sup> has special elements including: (1) There is face to face between the supervisor and the supervised / teacher in the classroom; (2) Focus on the teacher's behavior or attitude in the classroom; (3) Observations are made carefully; (4) The observational data are described in detail; (5) Supervisors cooperate with teachers in assessments; (6) The focus of observation is adjusted to the teacher's needs and appearance.

Meanwhile, the artistic supervision model according to Sergiovani (2006): (1) Requires special attention so that you listen more than you talk; (2) Prioritizing unique input and suggestions from teachers in order to develop education for the younger generation; (3) Give more attention to the life processes in the classroom and these processes are observed over a certain time so that significant events are obtained and can be placed in certain situations; (4) Requires reports that show a dialogue between supervisors and those supervised on the basis of leadership by both parties; (5) Requires language proficiency in expressing opinions so that the person under supervision can express opinions and receive input without feeling pressured; (6) Requires the ability to interpret the meaning of events experienced so that other people gain experience and make them appreciate what has been learned; (8) Supervision is individual in nature, with sensitivity and experience being the main instruments used where the educational situation can be meaningful for the person being supervised.

School principals deemed necessary supervision techniques in an effort to improve the quality of teacher teaching. It was found that the principal did not use supervision activities as a means of finding fault with the teacher, on the contrary the principal had more discussions to find solutions to the problems experienced by the teacher.

The implementation of educational supervision activities by the principal uses individual techniques and group

techniques. Individual techniques include class visits, classroom observations, private conversations, and a selection of learning material sources. While the group technique is carried out by means of teacher council meetings or subject teacher deliberations. Based on the results of research at SMA Negeri 1 Kawangkoan, the techniques used by the principal were also implemented by the supervision team and the supervised teachers felt the benefits.

### **Principal Evaluates Education Supervision at SMA Negeri 1 Kawangkoan**

The principal together with the supervision team in SMA Negeri 1 Kawangkoan jointly evaluated the findings of education supervision which were then brought up in the teacher council meeting for follow-up. The follow-up activities of supervision activities are carried out as steps of the principal in improving teacher performance, in this process the principal evaluates teacher performance so that the educational supervision activities carried out are also called teacher performance appraisal activities. The purpose of carrying out this activity is also to improve student learning achievement. After conducting teacher performance appraisal activities, the principal has another discussion with the teacher in order to discuss the strengths and weaknesses of the teacher. After knowing teacher performance, the principal gives appreciation for teachers who have good performance so that teachers are motivated to further improve their performance.

The results showed that the results of the implementation of educational supervision activities by the principal were discussed and recommended to teachers to make improvements to aspects that were deemed lacking. The school principal also provides reinforcement, for example by carrying out In House Training activities to help overcome problems faced by teachers.

Supervision activities during the Covid-19 pandemic were evaluated by the principal through an online meeting. When interviewed, the teachers did not object to the continuing implementation of supervision activities during the pandemic, even though there were many obstacles faced by the teachers. On the other hand, teachers feel helped by the input and motivation of the principal and the supervision team in order to jointly overcome obstacles to learning activities during a pandemic situation.

### **Conclusion**

Based on Based on the research results described in the previous chapter, the following conclusions can be drawn.

1. The Principal Plans Education Supervision at SMA Negeri 1 Kawangkoan: The principal is able to plan educational supervision at SMA Negeri 1 Kawangkoan. Evidenced by the implementation of educational supervision every year using an assessment instrument that contains aspects of administrative supervision of learning planning as well as in-depth observation of teacher teaching activities in the classroom.
2. The Principal Implemented Educational Supervision at SMA Negeri 1 Kawangkoan. Implementation of educational supervision following a predetermined program. Supervision is carried out directly by the principal or by a supervision team called the Teacher Performance Appraisal team (PKG). The models mostly used by principals are scientific, clinical, and artistic

models. The techniques used by the principal are individual and group techniques. The implementation of educational supervision in 2020 at SMA Negeri 1 Kawangkoan encountered a few obstacles related to the Covid-19 pandemic, so that assessments that are usually carried out directly in class are replaced by assessments through online applications with online learning.

3. The Principal Evaluates Education Supervision at SMA Negeri 1 Kawangkoan. The principal in evaluating the results of supervision involves the supervision team by discussing it first then providing input to the supervised teacher either personally or in teacher council meetings if the same problem or deficiency is experienced by the teacher. Furthermore, the teachers followed up on the recommendations given by the principal and the supervision team. The principal follows up on the evaluation results by providing reinforcement, one of which is by conducting In House Training. Principals and teachers benefit from educational supervision activities by increasing teacher performance which can have an impact on the quality of student learning.

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