

# Implementation of Kindergarten Supervisor Academic Supervision

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## Keywords

*Supervision Academic, Supervisor, Kindergarten*

## ABSTRACT

*Study This aim For analyse the implementation of supervision academic done by supervisor Kindergarten in East Jakarta. Method which is used in this research is a descriptive qualitative approach. Research design using studies case Which will conducted in one of the Kindergartens in East Jakarta. Results study shows that: (1) Implementation of supervision academic by the supervisor school has fulfil principle supervision implementation academic done with technique supervision individual And group; (2) Act carry on supervision academic by supervisor Kindergarten by providing reinforcement to teachers who have fulfil competency standards and coaching to Teacher which has not been fulfil competency standards.*

## INTRODUCTION

In the progress of education there are elements of elementary school teachers and school supervisors (Sukadari et al., 2021). School supervisors are vocational education officials who are assigned by authorized officials with all the functions, responsibilities and authority of teaching and supervision in the academic field (technical education) as well as school management/management (Sagala, 2012). It is stated that the main function of school supervisors is based on the regulations of the government of the Republic of Indonesia (Nurlaelah et al., 2022). Decree 19 of 2005 concerning National Education Standards, in Article 55 regulates: "Supervision of teaching units includes monitoring, supervision, evaluation, information and monitoring of supervision results" (Irmayani et al., 2018). The role of the school principal is also as important as Sagala (2012) believes: school supervisors provide training, assessment and support/direction for program planning, processes and results in school management, learning to improve school performance, while the responsibility as a supervisor is to be responsible for helping improving the quality of education provided (management supervision), school supervisors are also responsible for helping improve the quality of the teaching and learning process and student learning outcomes in order to achieve educational goals.

Based on the National Education Standards Agency, there are seven core competencies that school supervisors must have to train school principals, namely (Massell et al., 2012): 1. Help prepare school development plans (including establishing vision, mission, goals, objectives, success indicators, orientation and strategy, internal policies and work programs). 2. Oversee the management of the implementation of the code of ethics and behavioral guidelines in all educational activities, including teachers, education staff and students/students. 3. Facilitate democratic, participatory and collective decision-making. 4. Guiding the development of programs and study programs in a dynamic and sustainable direction, in accordance with the need to improve the quality of education. 5. Monitor the implementation of educational programs towards improving the quality of education by taking into account the inputs, processes and results/outputs of education. 6. Direct decentralization and division of tasks, authorities and responsibilities in a balanced and uniform manner. 7. Encouraging the management of all educational resources, including funds.

Supervisory Supervision Capacity According to Minister of National Education Regulation Number 12 of 2007 concerning School/Madrasah Supervision Standards, there are two capacities, namely managerial supervision capacity and academic supervision capacity (Sutarno, 2023). Management oversight capacity includes: 1. Mastering supervision methods, techniques and principles to improve the quality of teaching in schools. 2. Develop an orientation program based on vision-mission-goals and educational programs in schools. 3. Develop work methods and tools needed to carry out the main tasks and supervisory functions in schools. 4. Make a report on monitoring results and ensure follow-up to complete the next monitoring program at school. 5. Support school principals in the management and administration of education units based on management to improve the quality of education in schools. 6. Encouraging school principals and teachers to conduct career counseling in schools. 7. Encourage teachers and school principals to reflect on the results that have been achieved to find out the strengths and weaknesses in carrying out their main tasks at school.

Academic Supervisor Competencies for TK/SD/MI Supervisors are (Nurfatah & Rahmad, 2018): 1. Understand the basic concepts, principles, theories, characteristics and development trends of each development field in TK/AR or SD/MI subjects, 2. Understand the concepts, principles, theory/technology, characteristics and tendencies, evolution of learning processes/orientations for each area of TK/RA or SD/MI subject development, 3. Guiding teachers to prepare lesson plans for each area of TK/RA or SD/MI subject development on the basis of content standards, competency standards and core competencies, as well as principles of pedagogical development, 4. Guiding teachers in the selection and use of strategies/methods/technology/learning instructions that can develop the potential of diverse students through the field of Kindergarten/RA Development or courses in SD/MI, 5. Guiding teachers in make learning implementation plans (RPP) for each area of TK/RA development or subjects in SD/MI, 6. Guide teachers in implementing learning activities/learning orientation (in class, in the laboratory and/or in the field) to develop students' potential in each field of TK/RA development or in SD/MI subjects, 7. Management of learning teachers, maintaining, developing and using educational media and learning aids/guides for each field of development in Kindergarten/RA or SD/MI subjects, 8. Motivate teachers to use information technology for learning/direction in every development of TK/RA or SD/MI subject areas.

One of the factors that influence teacher pedagogical performance is school supervision training conducted by school principals and school supervisors. In Regulation No. 21 of 2010 concerning the Functional Position of School/Madrasah Supervisors and their Credit Scores states that School/Madrasah Supervisors are Civil Servants (PNS) who are authorized by authorized officials to entrust all tasks, responsibilities and authority to organize academics. Carry out management duties and supervision in educational units. While the functional position of school/madrasah supervisor is a functional position whose scope of duties, responsibilities and authority is to carry out academic management and supervision activities in educational institutions.

Controller as a profession has qualifications and types of education that must be approved and completed in order to meet the requirements to carry out supervisory duties effectively. Masaong (2013) have shown that professional supervisors are required to complete specific skills such as: 1. Educators and education staff developers, 2. Curriculum developers, 3. Teaching professionals, 4. Mediators and liaisons for parents, teachers, staff, and other school official stakeholders, 5. Development staff, 6. Administrators, 7. Change managers and 8 .reviewers.

Supervision of schools with the aim of increasing student success is very important. In this case, the teacher's pedagogical performance must also be continuously improved and encouraged. Teacher orientation is the task of school supervisors as teachers of teachers. An effective supervisor always takes the initiative to provide an approach and responsibility, namely planning ahead, handling problems that arise in a way that is appropriate to the type of problem being faced. Supervisors must also know, understand, and apply monitoring techniques. Supervisors can use various techniques to help teachers improve teaching and learning situations, both in groups and individually or face-to-face (offline) and directly online (online) through the media.

## **METHODS**

The method used in this research is descriptive qualitative method. According to Satori (2013), qualitative research has 5 characteristics, namely: 1. carried out in a reasonable context because the important instrument is the data that comes directly from the researchers themselves, 2. is descriptive in nature, that is data is collected in the form of words or pictures, 3. pays more attention to process than results, 4. in analysis data tends to be inductive, 5. main meaning. Qualitative research methods are often referred to as naturalistic research methods because research is carried out in natural conditions or contexts.

A qualitative approach was chosen in this study for several reasons, including: 1. data used. In this research, it is more focused on speech data and behavior of research subjects, especially analysis related to academic supervision carried out by supervisors in improving teacher learning performance, 2. According to the type of data that will be collected in this study, especially with regard to the situation and condition of school supervisors in the field, 3. And analysis of the data used is a direct analysis model and there is an interdependent relationship between the topic of discussion and other topics of discussion, 4. The results of the research are in the form of conclusions obtained after conducting data analysis as outlined in the case description, 5. This research was conducted in a state reasonable and by prioritizing qualitative data.

## RESULTS

Supervision of supervision at one of the Kindergartens in East Jakarta during implementation including management supervision; In particular, the supervision of the principal involves the principal as a manager in the school. As director, the school supervisor carries out the activities of planning, organizing, operating, controlling, evaluating all school activities, including student management, administration, finance, faculty management, education personnel management, program management. School supervision is carried out by school supervisors on teachers. The supervisor gives the supervision schedule to the principal first, and the principal forwards it to the teacher. On time, the school supervisor came to check the teacher's administrative records, namely:

1) class schedule, 2) year program, 3) semester program, 4) SK/KD analysis, 5) lesson plan, 6) attendance book, 7) grade book, 8) study program, 9) notebook monitor, 10) criteria - Minimum Completeness (KKM). School supervisors rate the supervised components on a likert scale, and it should be noted that there is no supervision by the school principal.

Determination of supervision is determined by the principal's supervision schedule and teacher supervision schedule. For those who are managed with lesson plans where the elements are correct, even though the schedule changes due to other activities, it is moved to another day and understood by the teacher.

The findings of this study are supported by the research of Nurfatah and Nur Rahmad (2018) that learning supervision includes lesson planning, learning implementation, and learning assessment. At the beginning of the semester, an independent learning workshop was held following the results of the previous semester's supervision, where only TKA teachers participated in the Merdeka program training. It turned out that there were still teachers who did not understand the Mandiri Program, so the principal invited the supervisor to hold a workshop on the Mandiri Program. On average, teachers prepare learning management, but in implementing learning there are still many teachers who use the old way, where students read the teacher's explanation and finally work on the questions. The reason is, there are still many teachers who do not know informatics and have not used ICT in teaching. Advanced learning support facilities that meet the criteria. Teaching methods and materials still need to be developed so that the learning process becomes active, creative and fun learning (PAIKEM).

Teacher supervision has made teacher performance better, this can be seen from the preparation of good learning tools, and the implementation of learning is not fully good because it still uses old methods such as listening, lecturing and doing homework. From administration it is also sorted from the attendance list, list of notes and others. Overall, the existence of academic supervision improves teacher performance as indicated by an average good supervision according to research (Ramadhan & Santosa, 2017) that school principal supervision has a significant effect on teacher performance. To date, no teacher has needed clinical supervision to address teacher problems, which are caused by teachers' embarrassment for being perceived as competent.

Differences in supervising school principals and supervising school supervision in kindergarten:

1. Subject-based supervision by teachers who supervise school principals to improve learning, while supervisors supervise school principals in the areas of teacher management and academic supervision. 2. The school principal's work schedule is more flexible while the school supervisor already has a work schedule. 3. The principal oversees teaching and learning activities, the supervisor only supervises administration and teaching preparation. 4. Following the principal's supervision are school programs and activities, such as holding independent curriculum workshops after concluding that the results of teacher monitoring show that there are still many teachers who have not mastered the independent study program curriculum, while school supervisors do not carry out monitoring. 5. Teachers feel more comfortable being supervised by the principal rather than the school supervisor because the teacher's personal relationship with the principal is closer.

The aim of national education is to develop the potential of students to become human beings who are almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and pious, become citizens of a democratic and responsible state. Seeing the goals of the national education process and continuing to strive to improve the quality of education. One of them is improving the quality of teachers, because teaching staff really determines the success of a nation's education.

Therefore, in order for a teacher to complete the tasks that are his responsibility, the teacher must always be guided and encouraged regularly. This training can be carried out within the framework of school supervision activities organized by school supervisors and school principals. Administrators as teachers have a duty to help teachers develop their capacity to increase their teaching effectiveness.

#### **Implementation Supervision Academic in Increase Performance Teach Teacher**

Findings from interviews with informants including supervisors, principals, and teachers include: monitoring frequency during the year, monitoring techniques, monitoring procedures and problems encountered. The results showed that school supervision was carried out at least 2 times in one school year, namely at the beginning of the odd semester and the beginning of the even semester. Academic supervision is mostly carried out in the supervision of the implementation of apprenticeships. Classes are supervised according to a schedule determined by the supervisor, principal and teacher. This is reinforced by the written supervision program, the results of the supervisor's academic monitoring, and the summary of the results of monitoring the management of specific learning for each school. The assessment of administrative supervision also shows that there is administrative supervision of teacher learning in schools.

With appropriate monitoring methods and techniques, it is hoped that improvements in teacher quality and teaching performance can be achieved. "The purpose of learning monitoring is to help teachers see clearly teaching objectives, help teachers direct student learning experiences, help teachers use learning resources through experience, help teachers use modern learning methods and tools." The supervision method used in class supervision activities in Kindergarten is in the form of cooperative supervision with individual monitoring techniques in the form of class visits, class observations and one-on-one conversations, as well as group monitoring techniques which are carried out routinely in the form of training activities or workshops (IHT). Direct supervision methods with individual monitoring techniques in the form of class visits, class observations and one-on-one conversations as well as through group supervision (IHT) or workshops.

This is in accordance with James's (1994) comments in Mulyono (2015) which states: For the techniques that supervisors use to be effective, they must first identify which areas are considered high risk for teachers and the environment, what interactions can be supportive, and which can lead to improvement, paying equal attention to all aspects monitored, and make appropriate observations.

According to Mushlih and Suryadi (2018), "The purpose of Glickman's supervision of learning is to help teachers develop the ability to achieve the learning goals set for students". Evidence from the field shows that of the various monitoring methods and techniques, school supervisors use a collaborative approach with individual and group monitoring techniques. School supervisors place themselves on an equal footing with teachers so that supervisors and teachers can confront their perceptions with teachers about areas of learning that need improvement, then supervisors ask teachers about the problems they are facing. The supervisor listens carefully to the teacher's perceptions, so that in the end the teacher and supervisor can exchange ideas about alternative actions that can be taken to improve learning. Personal monitoring techniques can be in the form of class observations, class visits, and face-to-face meetings with teachers to discuss the results of visits. Group supervision techniques



are implemented in internal training activities and school principal working groups (K3S).

The above description is in line with the interpretation of Article 28 paragraph 3 letter a National Education Standards in Priansa (2014) that: Pedagogic competence is the ability to manage student learning, including student understanding, designing and implementing learning, assessing learning outcomes, and developing students to realize skills, different potentials. Class supervision is carried out in a planned manner and according to needs, for example for teacher promotion purposes. Class supervision can be carried out through class visits and direct classroom observations.

When conducting class visits or absences can be carried out according to the schedule provided by the supervisor and communicated to the teacher, or it can also be done without notification to the teacher or teachers and teachers involved, the official must also invite the supervisor. When taking class attendance, there are 4 stages of observation time proposed by Prasodjo (2011), namely: 1. The preparation stage is where the school supervisor plans the time, objectives and means of observation during the class visit. 2. The observation stage during the visit where the supervisor observes ongoing learning. 3. The final step of the visit is for the supervisor and teacher to agree to discuss the results of the observation. 4. Next steps.

The results of interviews with school principals show that the process of school supervision is first differentiated into supervision of learning management and classroom supervision. When carrying out supervision of learning management, the first process that must be carried out is that the supervisor checks the management of learning activities carried out and prepared by the teacher. The supervisor oversees the syllabus, learning implementation plan (RPP), and the material analyzed. Adequate and good learning management is evidence that the teacher intends to deliver quality learning. This is in accordance with the documentation obtained from the two schools in the form of the Teacher Management Assessment Format which has been filled in by school supervisors in the previous and current school years. Supervisors pay special attention to teaching and learning activities in class, thus assessing the appropriateness of the lesson plan (RPP) prepared, compiled and implemented by the teacher.

Difficulties in carrying out learning supervision because teachers are not ready to carry out learning supervision. From the supervisor's point of view, this may be caused by the inadequate quality of human resources. Supervisors cannot carry out supervisory duties optimally. Findings from other studies indicate that there are obstacles or obstacles encountered in the implementation of academic supervision by school supervisors to improve teacher learning performance. These obstacles can be divided into internal and external obstacles from the school supervisor. Internal barriers are obstacles that come from supervisors that can affect their performance in carrying out their supervisory duties, both academic supervision and managerial supervision.

#### **Internal obstacles faced by school supervisors include:**

The purpose of school supervision is to help teachers develop their abilities to achieve learning goals. Ideally, to assist a teacher, the supervisor must have a higher level of ability than the teacher. Indeed, the limited qualifications and capacity of school supervisors is an obstacle to the effectiveness of implementing learning supervision in order to increase teacher pedagogical effectiveness. Indeed, in practice, curriculum changes or new educational policies whose main aim is to train teachers assume that teachers must be at the forefront of education. This policy is an obstacle in the field because the supervisor's knowledge is not the same as the teacher's knowledge.

School supervisors must perform technical and non-technical tasks. Technical mandates such as teacher supervisors, school principal advisors, teacher advisor organizations such as the Kindergarten Teacher Association (IGTK) supervise the achievement of the National Education Standards (SNPs) and other supervisory main tasks. Non-technical work, for example as a judge in various school championships or competitions, as an evaluator in accreditation activities outside the region, and participating in coaching and development activities for various developments, etc. These non-technical activities certainly interfere with the effectiveness of implementing the academic framework.

External barriers are obstacles that come from outside the supervisor, which can be caused by government regulations, teacher conditions, or environmental conditions. The workload for school supervisors according to the Work Guidelines for Elementary and Middle School Supervisors by the Ministry of National Education, Directorate of Educators and Education Personnel, Directorate of SD and Middle School Development (2007) published a minimum of 37.5 hours @ 60 minutes a week. However, in reality, the workload is beyond the limit because supervisors still have to meet the quota for issuing

supervisory certificates for 7 schools, including teachers working in these schools.

Academic supervision of PAUD officers is included in the supervisory function. The school principal must supervise the work carried out by education staff and education staff (Hartono et al., 2019). Teachers who have received academic supervision from the principal will have the advantage that the teacher can develop their skills, improve or improve the teaching methods used to teach the teacher, worthy of being considered an ideal teacher (Hanifah et al., 2023).

#### **Act Carry on Supervision Academic in Increase Performance Teach Teacher**

The supervisor stated that supervision of school supervision was carried out by analyzing the results of monitoring the management of learning and class supervision. The principal as supervisor explained the teacher shortage in a relaxed atmosphere. Based on the results of class supervision, if there are problems they will be handled under clinical supervision. Ideally, clinical supervision must continue to be carried out so that the supervisor knows the development and improvement of the learning process of the teachers involved. Clinical supervision cannot be carried out continuously because the supervisor's duties are many and the scope of support is wide. Follow-up monitoring can also take the form of strengthening and rewarding qualified teachers, reprimanding teachers for substandard education, and providing opportunities for teachers to receive additional training/upgrades. The results of school supervision are forwarded to supervisors to find out the qualifications of teachers in each school.

The research results show that the training carried out by supervisors can be in the form of direct and indirect training. Face-to-face coaching is carried out through face-to-face conversations with teachers, discussing together teacher deficiencies in monitoring learning management and classroom monitoring results. Indirect training usually takes place within the framework of internal training activities. In addition to carrying out coaching directly and indirectly, school supervisors delegate teacher development activities to school principals who are under their authority as a form of cooperation with supervisors to ensure the success of ongoing coaching.

This description is in line with the opinion of Prasodjo (2017) which stipulates that supervision is carried out in the form of: Teachers who meet the requirements are strengthened and rewarded, education reprimands for teachers are below standard and teachers are given opportunities for support/improvement. As part of monitoring the results of school supervision, school supervisors provide direct, indirect or collaborative training to teachers and principals with the aim of improving supervision results. Coaching is done through private conversations with the teachers involved.

This is in accordance with the opinion of Prasojo (2017) who argues that there are five steps to developing teacher competence through academic supervision, namely: 1. Creating harmonious relationships, 2. Needs analysis, 3. Strategy and media development, 4. Evaluation and 5. Revision. In addition, supervisors can also work with K3S in terms of teacher development, so that the principal as the direct supervisor of teachers continues to train teachers.

As explained by Sergiovanni quoted by Susanto (2016) there are three monitoring objectives, namely: 1. Learning supervision is carried out to help teachers develop their teaching skills and use their skills through certain techniques. 2. Learning supervision is carried out in the context of controlling teaching and learning activities in schools. This monitoring can be done through the principal in class when the teacher is teaching, in private conversations with teachers, colleagues, or with certain students. 3. The purpose of school support is to encourage teachers to apply their skills in carrying out their teaching duties, encourage teachers to develop their own skills, and encourage teachers to really care, focus on their duties and responsibilities.

The theory of supervision techniques according to Purwanto includes individual techniques and group techniques. Personal techniques can be obtained through activities such as visiting classrooms, observing, giving instructions to teachers on how to study student personalities, and guiding teachers with questions related to curriculum implementation in schools. Supervision is a pedagogic process which initially includes several learning processes that begin simultaneously between students and supervisors (Yussanti & Dwikurnaningsih, 2020).

Group skills can be acquired through activities such as organizing meetings or lectures, organizing group discussions and organizing refresher courses. The guided coaching techniques described by some of the experts above show that coaching techniques include individual techniques and group techniques.

## CONCLUSION

After collecting, processing, and analyzing the results of the research discussed in the previous chapter, the following conclusions are drawn: In order for teachers to be able to carry out the noble tasks assigned to them at school, it is necessary to receive regular guidance in the form of technical assistance. This technical assistance is provided to teachers as part of an ongoing capacity building effort. This assistance is in the form of school supervision provided by school principals and supervisors. Academic monitoring is carried out to detect teachers in implementing learning activities starting from planning, implementing and evaluating activities. School leaders can determine teacher capacity and performance in each teacher learning activity through monitoring, monitoring and supervising learning activities in class. The establishment of school supervision by school supervisors to improve the performance of Kindergarten teachers fulfills the principle of establishing school supervision using individual and collective monitoring techniques. But in reality, academic supervision is only carried out periodically in the supervision of learning management, while class supervision or class visits are not optimal due to the supervisor's limited time. Limited time because the supervisor's workload is too heavy and the target area is quite large. This can be overcome by involving school principals and deputy curriculum supervisors in carrying out school supervision. The development of learning monitoring techniques can also help school supervisors to carry out effective learning monitoring to improve teacher learning performance. Utilization of information and communication technology is one of the means that can streamline the duties of supervisors in teacher development.

The conclusion of the monitoring results will be an element of the assessment which will be communicated to the head of the service. The findings in the form of advantages and disadvantages become a fundamental document for academic development and increasing the capacity of teachers and school leaders. Further academic monitoring by school supervisors to improve the performance of Kindergarten teachers is carried out by strengthening qualified teachers and training unqualified teachers. Further school supervision also involves the principal and assistant supervisors in charge of curriculum to train teachers on an ongoing basis. In general, academic supervision by school supervisors is considered effective in improving teacher learning performance.

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