Implementation of School Principal Academic Supervision During the COVID-19 Pandemic in Learning

Purnomo[1], Utaminingsih, S.[2], Su'ad[3] & Pratama, H.[4]

[1,2,3]Universitas Muria Kudus, 59327 Central Java, INDONESIA

[4*]Sultan Idris Education University, 35900 Tanjong Malim, Perak, MALAYSIA

*Corresponding Author: hendripratama.tvet@gmail.com

Abstract: Since the Covid-19 pandemic, learning has been carried out online. Therefore, supervision must also adapt to carry out online management. The objectives are to describe the implementation of academic leadership during the Covid-19 pandemic, analyze the supporting and inhibiting factors for the performance of academic supervision during the Covid-19 pandemic, and find learning after educational management during the Covid-19 pandemic. This research method is descriptive qualitative. Data mining techniques used interviews, observation, and documentation. Test the data validity using triangulation techniques and data analysis using theoretical guidelines from Milles and Huberman. Research results are the implementation of academic supervision during the Covid-19 pandemic at the State Elementary School was carried out by e-supervision. The supporting factors include the first is the quality of the principal's human resources, and the second is the responsive attitude of the teacher in the implementation of supervision. The inhibiting factors include some teachers who are less responsive to leadership performance in submitting columns on the google form. After academic management during the pandemic at the State Elementary School, the quality of learning is increasing and in the excellent category.

Keywords: Online supervision, school principals, corona pandemic conditions

1.   Introduction

The circular letter of the Minister of Education and Culture of the Republic of Indonesia Number 4 of 2020 is to prioritize the health of students, teachers, and school residents. The Department of Education and Culture Number 0023/III/15/2020 has followed up by changing the learning system at home for elementary schools throughout Demak Regency.

The quality of education improves there are various problems related to the condition of teachers in Indonesia. Some research results, for example, those conducted by Mardiyoko (2013), Iskandar (2015), and Rusdiana et al. (2020) among others found that: 1) there is a diversity of teacher abilities in the learning process and mastery of knowledge; 2) the absence of an accurate measuring tool to determine the ability of teachers; 3) the guidance carried out does not reflect the needs; and 4) the welfare of teachers is not adequate. If this is not addressed immediately, it will impact the low quality of education.

Concerning learning, teachers are currently faced with quite tricky problems. Due to the Covid-19 corona pandemic, teachers must continue learning while studying at home (Pratama et al., 2020). It is a challenge for teachers to continue to show their existence and role during difficult conditions like this. Teacher performance is demanded to remain professional and transfer knowledge even though not in one classroom. Supervision is an integral part of all educational management activities to develop the effectiveness of the performance of educators and education personnel in schools. Supervision is one of the main tasks and functions of the principal on the competence of the Principal (Permendiknas, 2007). The supervision target is the improvement and development of the performance of teachers and education personnel in learning.

The principal, as a supervisor, has the role and responsibility to monitor, foster, and improve the learning process in the classroom. One of the principal duties of the principal, apart from being an administrator, is also a supervisor (Naimah & Utaminingsih, 2021). So, the principal's academic supervision is an effort of a principal in fostering teachers

to improve the quality of learning by going through planning steps, actual teaching performances, and making decisions rationally to enhance student learning outcomes (Ismaya, 2021).

1.1 Conceptual Framework

Supervision is an effort to provide teachers individually and in groups to improve teaching (Sahertian, 2015). According to Glickman (1992), cited by Somad & Priansa (2014), academic supervision is a series of activities to help teachers develop their ability to manage the learning process to achieve learning objectives. Purwanto (2015) suggests that supervision is an activity that determines the necessary conditions/conditions, which will ensure the achievement of educational goals.

Arikunto (2014), the general purpose of supervision is to provide technical assistance and guidance to teachers (and other school staff) to improve their performance, especially in carrying out their duties, namely carrying out the learning process. The most important thing is that assistance and guidance are based on complete, precise, accurate, and detailed data and are truly by reality. According to Sagala (2012), the purpose of supervision is to help teachers improve their abilities to become better and professional teachers in carrying out teaching. Based on the objectives of academic management mentioned by Sagala, we can understand that the implementation of academic supervision includes the three main tasks of teachers in carrying out learning, namely planning learning, implementing learning, and evaluating learning outcomes.

The Ministry of Education and Culture's LPPKSPS (2020) explained the planning for academic supervision by school principals during the Covid-19 pandemic, including 1) Analysis of monitoring needs, 2) In addition to analyzing the needs of subject problems, data on strategies, student reactions, and obstacles in learning during the Covid-19 pandemic are needed. 19, 2) Arrange instruments. Preparation of devices according to data and needs, 3) Instrument socialization. Socializing how to fill in the online monitoring instrument.

Gómez & Valdés (2019) states that teacher performance is a person's ability to carry out his duties that produce satisfactory results to achieve group organizational goals in a work unit. According to Hasibuan et al. (2020), teacher performance is achieved by carrying out tasks based on skills, experience, sincerity, and time. Jaelani (2020) teacher performance describes teachers' quality of work and is manifested through mastery and application of teacher competencies. This view shows that performance represents mastery and application of teacher competence in actualizing their duties and roles as teachers. Meanwhile, according to Rivai (2010), teacher performance is actual behaviour displayed by teachers as work performance based on established standards and their role in the school. According to Rusyan et al. (2020), teacher performance is carrying out the learning process both in the classroom and outside the school and doing other activities, such as working on school administration and learning administration, carrying out guidance and services for students, and carrying out assessments.

Several indicators can be seen from the teacher's role in improving abilities in the teaching and learning process. The performance indicators are (Husaini, 2010) the ability to plan teaching and learning, the ability to carry out teaching and learning activities, and the ability to evaluate.

1.2 Research Objectives

This research is to find out more about the implementation of academic supervision at the State Elementary School of Kedungori 1 Dempet Demak. The researcher is the main instrument because the researcher acts directly as a planner, collects data, analyzes data, and reports the research results.

2. Methodology

2.1 Research Design

This type of research is qualitative (qualitative approach), which produces spoken or written words from participants. By the object, this research is field research, which goes directly to the research location and involves the audience collecting data about case studies at Kedungori 1 Dempet Demak State Elementary School. According to Moleong (2013), qualitative research understands the phenomena experienced by research subjects such as behaviour, perception, motivation to act holistically. By way of description in words and language, in certain natural contexts, and various natural methods.

2.2 Respondents of The Study

This research was conducted at the Kedungori 1 State Elementary School, Dempet, Demak. as quoted by Moleong (2013), the primary data source in qualitative research is words; the rest of the action is additional data such as written documents and photos. In this study, researchers will observe and interview principals, teachers, and student representatives from the Kedungori 1 State Elementary School, Dempet, Demak.

3. Findings and Discussion

The following are the research findings on implementing school principals' academic supervision during the Covid-19 pandemic in learning at Kedungori 1 Dempet Demak State Elementary School.

3.1 Implementation of Academic Supervision During The Covid-19 Pandemic at The Kedungori 1 State Elementary School, Demak, Demak

Before the academic supervision activities were carried out, the principal planned activities to formulate an educational supervision program by involving a small meeting with several senior teachers and deputy principals; the conference continued to use standard health protocols to prevent the spread of Covid-19. The initial step taken was to form a Supervision Assistance Team which the principal gave a Decree.

One of the elements of implementing academic supervision is planning for educational management, implementing visionary leadership, and monitoring and evaluating academic care. Then, the principal and the Supervision Assistance Team determine efforts in follow-up or solutions to overcome the inhibiting factors in question (Ulya et al., 2021). However, of all these elements, the priority is academic supervision planning because planning must adapt to online learning conditions and adjust to a new culture, namely the new normal.

Based on the results of interviews from several sources, it can be emphasized that the planning of the Kedungori 1 Dempet State Elementary School is in the form of preparing instruments using ready-made instruments. The steps that must be passed in compiling the device include the preparation of the objectives to be achieved, making the grid, making the items of the instrument, and editing the instrument. Based on the interview, it can be known that the planning for academic supervision includes analyzing monitoring needs, compiling a supervision schedule, developing supervision instruments for online model changes, and socializing supervision instruments.

It is in line with Sujarwo's (2011) research that teachers carry out their main duties, namely as educators and teachers who are the spearhead in carrying out the education wheel. The logical implication of academic supervision is that teachers are expected to form the teacher's professional attitude in carrying out their duties, create an effective learning process development, and increase efficiency in learning. Implicitly, the contribution of supervision is very much needed to develop a better teaching and learning situation through coaching and improving the teaching profession.

In implementing academic supervision at the Kedungori 1 Dempet Demak State Elementary School, the principal assessed teachers through online meeting activities via google meet. If before the Covid-19 corona, there were class visits and post-class visits. According to the existing instruments, each teacher is assessed based on the completeness of the learning device documents or the administration of learning planning and activities carried out by the teacher in the classroom.

This supervision is carried out to ensure that distance learning carried out by teachers can be carried out properly and by the achievement targets that have been formulated as stated in the Minister of Education and Culture Decree No. The Covid-19 Emergency Period explained that the duties of the principal during the Covid-19 pandemic were to foster the principal's attitude among the principals, ensure the quality of student learning at home, carry out management and leadership functions monitor, online learning, and supervised learning (Legowati et al., 2021). Every implementation of academic supervision is always monitored or monitored by the principal. Then the results are evaluated. Before the implementation of academic supervision activities, the principal conducts supervision activities. The form of classroom supervision carried out by the principal is interviews and checking the completeness of the teacher's learning tools.

Assessment of learning activities includes three main aspects, namely preliminary activities, core learning activities, and closing activities. In this case, preliminary activities include preparing students, apperception, explaining basic competencies and goals to be achieved, delivering material, and explanations by the syllabus and teacher appearance. The core activities of the lesson cover several aspects, including exploration, elaboration, and confirmation. While closing, activities include summarizing lessons from learning activities, conducting assessments, providing feedback on the learning process, giving assignments, and delivering lesson plans at the next meeting. The principal carries all these aspects out online in academic assistance during supervision.

Based on the research results and interviews with some respondents, it can be concluded that the implementation of academic supervision during the Covid-19 pandemic at the Kedungori 1 Dempet State Elementary School was carried out online with the term e-supervision or online supervision. The technical implementation is by sending an administrative completeness form that the teacher fills in, then sent back to the principal. In addition, the principal also communicates with Google Meet in providing guidance and direction (Fig. 1). Some assessments were carried out in this supervision, one of which was the change in learning tools and techniques during the Covid-19 pandemic at the Kedungori 1 Dempet State Elementary School.
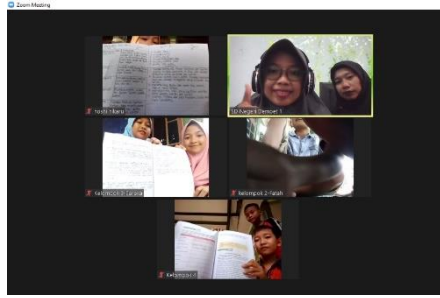
Fig. 1 - Online learning assisted by the principal.

The findings of this study are in line with Prasojo (2017) that the principal's supervision and work motivation affected the performance of the Purbalingga State Elementary School teachers in 2007. According to the perception of most teachers, the supervision carried out by the principal is quite adequate. Therefore, principals are advised to improve the quality of supervision, such as increasing class visits in the context of clinical supervision, observing improvements, motivating teachers' morale, reviewing lesson plans, the suitability of learning devices with the implementation of learning, and observing learning methods.

It is hoped that teacher performance will grow by increasing the frequency of class visits. The teacher's work motivation is classified as good, so it needs to be maintained and improved, especially regarding independence, defending opinions, and solving problems. It is hoped that better performance will grow with increased teacher work motivation.

This study follows Suwaebah (2012), which states that academic supervision activities carried out by the Education Unit Supervisor and Principal can motivate teachers to develop professionalism, improve performance, and improve the learning process's quality to achieve learning objectives.

At the end of each academic supervision, an activity was carried out. The Kedungori 1 Dempet State Elementary School principal followed up by holding post-supervision activities to reflect on the supervision results. The form of follow-up is in the form of sharing and then listening to the teacher's explanation. This activity is intended to identify and identify various difficulties and strengths or strengths of teachers during the online learning process during the Covid-19 pandemic.

The follow-up referred to here is a follow-up to all series of academic supervision activities carried out by supervisors for teachers (Fig. 2), from the follow-up on the results of the supervisor's assessment of the lesson planning by the teacher to the follow-up on the teacher's performance in learning activities in the classroom. As a follow-up to the supervision results obtained by the principal, there was a small online discussion using the Google Classroom, which was carried out between the supervisor and the class teacher who had been supervised. This discussion is usually held after the examination has taken place. This discussion usually discusses what has been found examining the learning tools and what happened during the online learning process. The discussion discussed the positives and negatives found by the principal. The discussion discusses the positive things first.
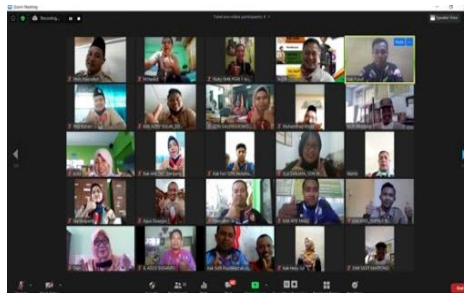

Fig. 2 - Webinars for kedungori dempet elementary school teachers as a follow-up to the results of supervision.

Based on the results of the interviews, it can be concluded that the follow-up to academic supervision during the Covid-19 pandemic at the Kedungori 1 Dempet State Elementary School was carried out by 1) discussing with the teacher regarding the advantages and disadvantages; 2) sharing individuals where the principal had a private chat using video calling Whatsapp to provide academic assistance; 3) the principal holds a webinar to improve the quality of online learning; 4) makes notes on the summary results of supervision as a document report; 5) analyzes the results of supervision.

3.2 Supporting Factors and Inhibiting The Implementation of Academic Supervision

The driving factor in question is a factor that can motivate in implementing the supervision of the principal. This driving factor, of course, begins with the teacher's wishes as the person being supervised. Because in classroom supervision, the teacher is the main object of observation. Based on the interviews with several teachers and staff, it can be concluded that

the factors that can encourage/motivate the implementation of supervision can be grouped into 2, namely, teachers and supervisors. The driving factors according to the teacher are: 1) planning must be thorough; 2) implementation must be precise; 3) information to teachers as the subject being observed must be clear; and 4) before implementation, it must be socialized first.

The driving factors according to the supervisor team are: 1) Psychologically, supervisors are given direction by the principal so that teamwork can be compact and there is no subjective interpretation of each; 2) teachers are also given explanations and directions on the importance of implementing supervision; and 3) to explain the reason for this delegation so that the teacher can properly accept the presence of the supervisor team. Based on the interviews with students, there are several supporting factors: the condition of sporty students in cooperation. It is easy to do learning and conduct Google dialogue meetings.

Furthermore, based on the data, it is known that the factors that encourage the implementation of classroom supervision according to the teacher are: a) careful planning and good coordination; b) information must be accurate; c) the principal must be competent with this problem; d) seriousness implementing teams in dealing with this; e) the principal takes the time to supervise himself; f) the readiness of both parties (between supervisors and teachers) must be mature; g) the assessment criteria must be appropriate; h) the assessment team (supervisor) must be competent and objective; and i) must be supported by good facilities/infrastructure.

The reality at the State Primary School of Kedungori 1 Dempet shows that, for approximately 6 months, distance learning is not as easy as imagined. Many complaints from students and parents, even teachers, regarding this distance learning. The main thing in the spotlight in distance learning is the too heavy assignment and short processing time. At the same time, the teacher has difficulty carrying out computer operations as an online learning tool. It can happen because teachers are still fixated on completing curriculum content in an emergency of the Covid-19 pandemic. On the other hand, teachers are also not ready to implement distance learning due to limited ability to operate technological devices and lack of knowledge in managing online learning.

As a principal, of course, he hopes that the implementation of supervision in his school can run well. Therefore, it is natural that the principal expects how good supervision is carried out in his school. Based on the results of the interview, it can be concluded that the factors that can hinder the implementation of supervision include: a) the educational calendar; b) the Competency-Based Curriculum has not been understood by the teacher; c) the readiness of the teacher as well as the supervisor himself; d) unprofessional supervisor, so the teacher doubts his ability. Meanwhile, related to the inhibiting factors for the implementation of supervision, the principal has not correctly stated the problem.

From this statement, it can be said that the principal does not know exactly the obstacles to implementing supervision because they are still waiting for the implementation of supervision to be completed as a whole. But one thing is felt to hinder the implementation of this supervision, namely the condition of teachers who do not understand the importance of implementing supervision. The principal needs to explain again about supervision. Meanwhile, teachers have also responded regarding the inhibiting factors for implementing the supervision. Based on the questionnaire data, it is known that the factors that can hinder the implementation of classroom supervision according to the teacher are: a) it is difficult to find supervisors who are capable/professional in their fields; b) there is no good coordination; c) the program is not well structured; d) administratively teachers are not ready; e) due to inappropriate/appropriate delegation (supervisors are not experts); f) lack of full support from the principal; g) due to leadership factors; h) school principals themselves must know exactly about the function and purpose of supervision.

In implementing supervision, a principal must have more abilities than ordinary teachers. This ability will be very useful in planning/compiling supervision programs, techniques used, etc. According to Sudrajat (Sudrajat, 2020), Principal Supervision Competencies can carry out supervision according to appropriate procedures and techniques. They can monitor, evaluate and report educational programs by appropriate procedures. 2 Every school leader always has duties and obligations that must be carried out so that his leadership can be effective and efficient and the expected goals are achieved properly.

3.3   Quality of Learning After Academic Supervision

The quality of learning is shown in various aspects based on the researcher's observations that teachers can operate computers related to online learning even during the implementation of the online model (Riyanto et al., 2020). Students have the flexibility of time to learn. Students can learn anytime and anywhere without being limited by space and time. Students can also interact with the teacher simultaneously, using video calls or live chat. Online learning can be provided electronically using forums or messages.

Based on the researcher's observation, online learning was initially considered fun for students. But over time, learning feels monotonous and boring because the WhatsApp application given by the teacher is not explained and evaluated properly. When virtual, there are only obstacles in slow networks or power outages. The same is true for parents or students whose economic life is mediocre. It could be, to have an android and a computer is difficult, but slowly at the Kedungori Dempet State Elementary School, all of that can be overcome, and it is proven based on observations that now you can do learning and even study with google classroom

Based on the study of interview documents and observations in this study, it is known that the teacher's ability to operate various platforms/applications in virtual learning is technically starting to work well. Even the teacher's ability

to create material content in online learning is also good. The teacher's ability to interact with students through the ZOOM Cloud Meetings application is also carried out very actively. Online learning is already using the ZOOM Cloud application. (4) The ability of teachers to carry out learning that is combined between during and offline in the very good category. There are 2 teachers, and the good category is 4 teachers, and the less good category is 3 teachers, and very less there is 1 teacher. (5) The ability of teachers to carry out various learning innovations after participating in the webinar in the very good category there are 3 teachers and the good category there are 6 teachers and 1 teacher is not good. (6) Teachers can motivate students through classroom applications in the very good category, and there are 8 teachers in the good category and 2 teachers in the poor category. (7) teachers can conduct online assessments of student learning outcomes in the very good category. There are no 2 teachers, and in the good category, there are 8 teachers.

Through academic supervision, principals ensure that teachers perform their duties well and students receive the best learning services. Through academic supervision, teachers are expected to improve the quality of the learning process, and school principals can also create teacher professional development programs (Tyagi, 2019). It can be achieved if teachers get assistance from the principal in developing their ability to manage the learning process to achieve learning objectives.

According to Purbasari's (2015) study, it was concluded that with the increasing quality of academic supervision implementation, the teacher's performance in learning activities increased. The analysis results reinforce the opinion of Suharsaputra (2013), which states that the school culture occupies an important position and will influence the successful efforts in improving the quality of education. Thus, it also improves the teachers' teaching quality.

The analysis results strengthen the view that teachers were the most important sector in striving for the quality of learning. The teacher holds a strategy war to improve the quality of national education. Majid & Farshad (2021) stated the importance of teachers in the context of its function as decision-makers related to lesson planning, learning implementation, and learning assessment. These three things are the indicators of the teachers' teaching quality. Suppose those three things, lesson planning (input), learning implementation (process), and learning assessment (output), is done well by the teacher. In that case, the teachers' teaching quality can be determined as good quality. The study results follow the research of Tanggapili (2016) in his thesis entitled "The relationship between academic supervision of principals and school culture on the quality of teaching teachers," concluded that there is a positive and significant relationship between academic supervision and school culture with teacher quality.

4. Conclusions and Recommendations

The implementation of academic supervision during the Covid-19 pandemic at the Kedungori 1 Dempet Demak State Elementary School was conducted online with e-supervision. The technical implementation of this is by way of the principal sending a question form regarding the completeness of learning administration with the google form so that the completeness of the learning device can be known. After discovering learning problems, the principal provided academic assistance through private conversations using video calls and online, face-to-face meetings using Google Meet. Factors supporting the implementation of academic supervision during the Covid-19 pandemic, including the first, is the quality of the principal's human resources. The principal's ability to innovate and the ability in technology (IT) is one of the dominant factors for the success of online supervision. The second is teachers' responsiveness in the implementation of supervision during online supervision. The inhibiting factors for the implementation of academic supervision during the Covid-19 pandemic, among others, were that some teachers were less responsive to the implementation of supervision in submitting columns on the google form. Second, the implementation of this online supervision is connected via the internet, and sometimes signal problems are hampered because it is rainy. After academic supervision during the Covid-19 pandemic, the quality of learning is increasing in the good category, based on the cumulative value of the questionnaire filled out by the teacher about the quality of online learning. Based on the conclusions from the results of this study, several suggestions can be given: All stakeholders should continue to support the implementation of online supervision and online learning to continue to be able to carry out learning during the Covid-19 pandemic.

Conflict of Interest
The authors declare no conflicts of interest.

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