

Educational Supervision: An Analysis of Models, Approaches, And Techniques of Educational Supervision in Higher Education

Ita Tryas Nur Rochbani^{1*}, Fitri Nurdianingsih²

¹Sekolah Tinggi Agama Islam Ibnu Sina Batam, Kepulauan Riau, Indonesia

²Institut Keguruan & Ilmu Pendidikan PGRI Bojonegoro, Jawa Timur, Indonesia

*Correspondent Author: itatryas@stai-ibnusina-batam.ac.id

Article Info:

Article history: Accepted, 10/08/2023, | Revision, 20/09/2023, | Published, 30/10/2023, | Vol (1), Issue (2), (Oct, 2023)
e-ISSN 2988-9973 | p-ISSN 2988-6724 | doi: <https://doi.org/10.61233/zijed.v1i2.11>

Abstract:

This research aims to conduct research by applying descriptive analysis techniques using library research. Testing the validity of the data was carried out by triangulating the data from references, both in terms of method and in terms of sources. The results of this research indicate that the implementation of educational supervision should not only be carried out by lecturers but also apply to the entire academic community, including education staff. The involvement of all components of the academic community through various models, approaches and techniques of educational supervision by lecturers, rectors, education staff, foundations, students, the community and government are very necessary for the progress of a higher education institution.

Keywords:

Models, Approaches and Techniques, Educational, Supervision.



This work is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-nc-sa/4.0/).

INTRODUCTION

Supervision is activities and coaching activities carried out by a professional to assist teachers and other educational personnel in improving materials, methods and evaluation teaching by providing continuous stimulation, coordination and guidance so that teachers become more professional in improving the achievement of school goals. The term supervision comes from the English language, namely supervision, which means supervision, inspection. The person who carries out supervision is called a supervisor. There are several terms that are almost the same with supervision, including: supervision, inspection and inspection. Supervision is supervision of the implementation of educational technical activities in schools, not just physical supervision to physical materials. Supervision is supervision of academic activities in the form of teaching and learning processes, supervision of teachers in teaching, supervision of situations which caused it. Supervision is a coaching activity that is planned for assist teachers and other school employees in carrying out work effectively (Suparliadi, 2021).

Lecturer is a profession, which means this position requires expertise special and cannot be done by just anyone outside the field of education. A Lecturers need to know and apply several teaching principles in order to implement them the task is professional, namely to arouse students' attention to the material The lectures given can arouse students' interest to actively discover own

knowledge, able to arrange the sequence of lecture material so that students can have a complete understanding of the lecture material, able to provide examples application of the lecture material provided to strengthen student understanding, able to do repetition/repetition so that the material provided becomes clearer, able to build student character to foster good social relationships in the classroom and outside the classroom, and is able to motivate students to progress and achieve.

According to Malyana, supervision is all efforts of school officials lead teachers, lecturer and other educational personnel, to improve teaching, including stimulating, selecting the growth and development of teachers' positions, selecting and revising educational objectives, teaching materials, and teaching methods as well as teaching evaluation (Malyana, 2020).

Changes in student behavior can be influenced by educational background, and the experience possessed by lecturers, thus lecturers are required to have good behavior so that it can be an example for students, because basically lecturers are representatives of a group of people at a time communities or societies that can be used as role models in the field of education. Ability A lecturer in teaching has a great influence on student learning outcomes. By Therefore, to become a professional lecturer, you must always improve insight into academic knowledge either through tiered education or through trainings, in-service training seminars with colleagues and attend training or seminars conducted by external institutions.

A lecturer in carrying out the learning process can be well supervised by colleagues, heads of study programs, as well as the Vice Chancellor I for academic affairs. This supervision activity is necessary so that each lecturer carries out the teaching and learning process appropriately with the provisions set by the institution. Lecturer before teaching or if you are teaching a course, you are required to create a course syllabus and create learning plans in the form of Lecture Event Units / SAP which can provide a brief overview of the lecture events that will be held in one semester.

METHOD

In this research, the author conducted research by applying descriptive analysis techniques using library research (Samsu, 2017). It is called library research because the data or materials needed to complete the research come from the library, either in the form of books, encyclopedias, dictionaries, journals, documents, magazines, and so on (Sutrisno Hadi, 1990). The data validity test was carried out by triangulating data from references, both in terms of method and in terms of sources. Data analysis in this study is content analysis. Holsti states that content analysis is a research technique aimed at making conclusions by identifying certain characteristics of messages in a systematic and objective manner (Abdul Syukur Ibrahim, 2009).

RESULT AND DISCUSSION

1. Educational Supervision

There are several definitions of supervision. According to Good Carter (Nasution, 2021), supervision is the effort of school officials to lead teachers and other officers in improving teaching, including stimulating, revise educational objectives, teaching materials, methods, and teaching

evaluation. Nasution says states that supervision is something procedures, giving direction and critically assessing the teaching process (Nasution, 2021).

Table 1. Educational Supervision in Higher Education

Main Aspect	Core Concept / Definition	Purpose / Focus	Implications for Educational Quality
1. Definition of Educational Supervision	According to Good Carter and Nasution, supervision is the process of guiding and evaluating teachers to improve instruction, materials, methods, and evaluation. Kimball Wiles emphasizes supervision as assistance to enhance teaching-learning situations, requiring five key skills: <i>human relations, group process, educational leadership, staff management, and evaluation.</i>	To improve teaching performance and ensure the continuous development of educators.	Strengthens institutional leadership, promotes professional growth, and ensures effective learning delivery.
2. Teaching Supervision (Taroreh et al., Ambarita)	Aimed at maintaining or improving instructional processes through direct influence on teachers and staff behavior. In universities, it targets lecturers and academic support staff (e.g., lab assistants, librarians).	To enhance student learning outcomes by improving teaching behaviors and instructional quality.	Contributes to better student achievement, higher institutional reputation, and improved graduate quality.
3. Academic Supervision (Yuliana & Arikunto)	Focuses on academic aspects of teaching, such as methods, materials, and lecturer performance. Conducted by colleagues, program heads, or vice chancellors for academics.	To monitor and enhance instructional effectiveness and student learning experiences.	Encourages collaborative evaluation, peer mentoring, and academic accountability.
4. Administrative Supervision (Yuliana & Arikunto)	Concerned with administrative elements that support teaching, such as curriculum design, class schedules, grading systems, attendance, and lecturer-student ratios.	To ensure smooth organizational and logistical functioning of the learning process.	Promotes systematic management and institutional efficiency.
5. Educational vs. Teaching Supervision	Educational supervision includes both academic and administrative aspects, while teaching supervision focuses specifically on the learning process and instructional behavior.	To distinguish between systemic supervision (educational) and pedagogical supervision (teaching).	Clarifies supervision scope and helps institutions balance managerial and instructional priorities.
6. Modes of Teaching and Learning in Higher Education	a) Conventional (face-to-face) – direct classroom interaction. b) Blended/Mixed method – partial online, partial face-to-face. c) Fully Online (e-learning) – entirely virtual learning via internet-based media.	To provide flexible learning alternatives based on context and student needs.	Each mode affects student engagement, interaction quality, and learning depth differently.
7. Strengths and Weaknesses of Learning Models	- Face-to-face: High interaction and character development but limited flexibility. - Blended: Balanced but requires technological readiness. - E-learning: Flexible across distance and time but may reduce social bonding.	To adapt teaching methods to technological and geographical realities.	Highlights the need for adaptive supervision that supports various instructional modes.
8. The Role of Supervision in Quality Improvement	Supervision provides guidance, feedback, and professional support to lecturers and institutions.	To ensure that teaching meets quality standards and learning objectives.	Leads to enhanced learning quality, higher student achievement, and institutional excellence.

According to Kimball Wiles supervision is assistance that given to improve the teaching and learning situation so that it can be better. A good supervisor should have five skills, namely: Skills in human relations, Skills in group processes, Skills in educational leadership, Skills in managing educational staff, Skills in evaluation (Turmidzi, 2021). All definitions of supervision above are general in nature and are in development educational supervision is then focused into more specific boundaries, namely supervision teaching (Taroreh, et al., 2022). Teaching supervision is everything that is done by school personnel to maintain or change what the school does with ways that directly influence the teaching and learning process in an effort to improve the process student learning.

Meanwhile, according to Ambarita teaching supervision is the actions of officials designed by institutions that directly influence Teacher behavior in various ways to help students learn and achieve objectives set by the institution (Ambarita, 2014). Thus, teaching supervision in a university focuses on behavior of lecturers and behavior of educational staff (administrative staff, laboratory assistants and librarians) whose ultimate goal is to realize student learning expectations.

The main activity of supervision is providing guidance to the institution in general and to lecturers in particular so that the quality of learning increases. As an impact Increasing the quality of

learning can of course also increase student learning achievement, and that means the quality of graduates from that institution will also increase. If you pay attention supervision is focused on students' success in acquiring knowledge and skills means that supervision activities are in accordance with their objectives. Yuliana & Arikunto in his book entitled Basics of Supervision viewed from activities supervision, then supervision can be divided into two, namely:

- a) Academic supervision is supervision whose object focuses on observing academic problems, namely those that are directly within the scope of learning activities carried out by lecturers to help students when they are in the learning process or learn something.” It is called academic supervision because its main object is academic aspects. Academic supervision can be carried out by the institution itself namely by colleagues, head of the study program or Vice Chancellor I for academic affairs.
- b) Administrative supervision is supervision whose object focuses on observing administrative aspects that function as support and expedite implementation of the learning process, can be in the form of the school curriculum, determining lecturers course instructor, preparation of lecture schedules, student grade reports, attendance the presence of lecturers and students, the ratio of lecturers and students, the educational level of lecturers and educational staff, achievements obtained by students, etc. Administrative supervision can carried out internally by the institution.
- c) Supervision activities that do not refer to objects (scope numbers (1) and (2), namely learning and all its supporting factors, all of which are referred to as educational supervision, while if it determines the object then it is said to be teaching supervision (Yuliana & Arikunto, 2008).

Process of Teaching and Learning Activities in an adult higher education institution This can be done in various ways, namely:

- a) The learning process is still conventional (more face to face meetings) with additional learning through computer interactive media via the internet or using computer interactive graphics.
- b) The teaching and learning process uses mixed methods, namely in general most of the learning process is done via computers, but still requires a face-to-face meeting for tutorial purposes or to discuss teaching materials.
- c) Overall learning methods are only carried out online, in depth This method is not found in face-to-face meetings at all.

The learning models above each have their own good and bad sides weakness. In face-to-face meetings, lecturers and students can interact intensively so that it is possible for students to have a higher level of understanding good at the lecture material. In face-to-face meetings, students can obtain examples that are applicable, between lecturers and students discussing teaching materials, communication can be done actively, lecturers and students get to know each other, maybe even personally, apart from that, lecturers can also get to know each other build student character so that

learning objectives can be achieved more achieved, namely that students can gain cognitive, affective and other abilities psychomotor.

In the tutorial system, lecturers and students interact face to face which is minimal so that it can affect the level of understanding of students, lecturers and students don't know each other, the relationship is formal, they don't know each other personally, will but this learning method is very suitable for students who live far away from the relevant organizing university. While the e-learning learning method is very suitable for students who live/are separated by geographical boundaries. Students and lecturers interact with each other interact via the internet. Discussion of lecture material is not in the classroom; however, you can use the internet. Discussion of teaching materials using CDs or through the website, tests to determine the level of student understanding and tutorial activities via the website. With e-learning, teaching and learning activities are unlimited in space, time and region.

2. Models, Approaches and Supervision Techniques

Models, approaches and supervision techniques, where these three concepts are interrelated with others. Model comes from the English language Moodle, which means shape or the framework of a concept, pattern or reference, while approach comes from the word approach is a way of getting closer to an object or steps towards an object, temporarily Technique comes from the word technic which means the method used. After this it will be discussed: (1) supervision models, (2) supervision approaches and, (3) supervision techniques.

Table 2. Supervision Models, Approaches, and Techniques

Component	Definition / Meaning	Function / Focus	Interrelation
Model	From " <i>mould</i> " (English: <i>model</i>), meaning a framework, concept, or pattern guiding supervision.	Provides structure and orientation for supervision implementation.	Serves as a conceptual guide for applying approaches and techniques.
Approach	From " <i>approach</i> ", meaning a way or step to engage with the object of supervision .	Determines style and interpersonal strategy in the supervision process.	Operationalizes the model into practical interaction .
Technique	From " <i>technic</i> ", meaning the specific method or tool used in practice.	Implements supervision activities through concrete actions (e.g., observation, feedback, evaluation).	Functions as the practical instrument of the chosen approach and model.

1) Educational Supervision Model

Model comes from the English language Moodle, which means the shape or framework of a thing concept, or pattern. Nurdyati & Haryanto defines a model as a conceptual framework used as a guide or reference in carrying out an activity. In another sense "model" is also defined as an item or object that is an imitation of a real object, for example "globe" is the shape of the earth. In the following description the term "model" is used for shows the first understanding as a framework for the thought process. While the "base model" used to indicate a "generic" model, which means general and basic used as a starting point for the development of advanced models in the sense of being more complicated and in the sense of newer (Nurdyati, W., & Haryanto, 2021). Fitriani defines a model as "a set of parts united by some form of interaction" (meaning: a device of parts that are bonded or united by several forms of mutual influence). For example, a governance system solar system, digestive system, kinship system. Specifically in this discussion is the model relating to supervision, it is more appropriate to use the reference terms used in carry out supervision (Fitriani,

2015). Effendi & Sahertian divides the supervision model into four forms, (Effendi & Sahertian, 2023);

a) Conventional (traditional) model

This model is nothing other than a reflection of the condition of society at one time. At one time Authoritarian and feudal power will influence the attitudes of autocratic and leader leader's corrective. Leaders tend to find fault. Supervision behavior is conducting inspections to look for errors and find errors. Sometimes spying. This kind of behavior is called snoop vision (spying). Often called corrective supervision. It's easy to correct other people's mistakes, but it is even more difficult "to see the positive aspects in relation to good things."

The job of a supervisor whose sole purpose is to find fault is an unsuccessful start. Finding fault in guiding is very contradictory with the principles and objectives of educational supervision. As a result, those supervised feel dissatisfied and there are two attitudes that appear in the supervised performance: 1) Indifferent (indifferent), and (2) Challenging (aggressive). This practice of finding fault and pressuring subordinates is still ongoing seen so far. The supervisors came to the school and asked which unit lesson. This is wrong and it should be like this. Supervision practices like this are the way provide conventional supervision. This doesn't mean that it shouldn't be shown error. The problem is how we communicate what is meant so that the supervisee realizes that he must correct the mistake. The one being supervised will be happy to see and accept that something needs to be improved. It has to be done pedagogically tactical or in other words, using the language of reception instead of language rejection.

b) Scientific Supervision Model

Scientific supervision has the following characteristics:

(1) Implemented in a planned and continuous manner, (2) Systematic and using procedures certain techniques, (3) Using data collection instruments, (4) There is objective data obtained from real situations. By using a merit rating, rating scale or checklist and then students assess the process of the lecturer's teaching and learning activities in class. Results

Assessment is given to lecturers as feedback on the lecturer's teaching performance last semester. This data is talked to lecturers and lecturers then hold repair. The use of this data recording tool is closely related to assessment. Although however, the results of scientific data recording are not yet a guarantee for implementation more humane supervision.

c) Clinical Supervision Model

Clinical supervision is a form of supervision that is focused on improvement teaching through a systematic cycle, in planning, observation and analysis which is intensive and careful about real teaching performance, and aims to provide change in a rational way. Clinical supervision is the process of helping lecturers Minimize the gap between actual teaching behavior and behavior ideal teaching.

d) Artistic Supervision Model

Teaching is knowledge, teaching is a skill, but teaching is also a trick (art). In line with

teaching duties, supervision is also an educational activity so it can be said that supervision is a knowledge, a skill and also tips. Supervision involves working for other people (working for the others), working with other people (working with the others), working through other people (working through the others). In working relationships with other people there is chain human relations are the main element. Relationships between people can be created if they exist willingness to accept others as they are. This relationship can be created if it exists element of trust. Trust each other, understand each other, respect each other, acknowledge each other, accept each other as they are.

2) Educational Supervision Approach

Approach comes from the word approach, which is a way of getting closer to an object or object steps towards an object. Wahib divides supervision approaches into two, namely: direct approach (direct contact) and indirect approach (indirect contact). The first approach can be called a face-to-face approach and the second, a face-to-face approach using intermediaries, such as through correspondence, mass media, electronic media, radio, cassettes, internet and the like (Wahib, 2021).

While there is also a collaborative approach known, namely an approach that combines both approaches (Jamila, 2020). The approach used in implementing modern supervision is based on psychological principles. An approach or technique for providing supervision, in fact, is also very important depends on the supervisee's prototype. Effendi & Sahertian suggests several approaches to the following supervisor behavior:

a). Direct approach (directive)

The directive approach is a direct way of approaching problems. Supervisors give direct directions, of course the supervisor's behavior has more influence dominant. This directive approach is based on an understanding of psychology behavioristic. The principle of behaviorism is that all actions originate from reflexes, namely the response to stimulation/stimulus. Because lecturers have shortcomings, then need to be given stimulation so that he can react better. Supervisors can use reinforcement or punishment. This approach can be taken with supervisor behavior like the following: 1) Explain, 2) Present, 3) Direct, 4) Give examples, 5) Apply benchmarks, and 6) Strengthen.

b). Indirect Approach (Non-Directive)

What is meant by an indirect (non-directive) approach is a method of approach to problems that are indirect in nature. Supervisor behavior is not direct shows the problem, but first he actively listens to what is happening stated by the lecturer. He gives as many opportunities as possible to those he supervises to express the problems they are experiencing. This non-directive approach is based on humanistic psychological understanding. Humanistic psychology really values people who will help. Because the lecturer's personality is so respected, there are more of them listen to the problems faced by lecturers. The supervisee stated the problem. Supervisors try to listen and understand what is being experienced. Behavior the three supervisors in the non-directive approach

are as follows: Listening, provide reinforcement, explain, present and solve problems.

c). Collaborative approach

A collaborative approach is an approach that combines approaches directive and non-directive become a new way of approach. On this approach, fine the supervisor and supervisee jointly agree to determine the process structure and criteria for carrying out the conversation process regarding the problems faced. This approach is based on cognitive psychology. Cognitive psychology assumes that learning is a combination of individual activities with the environment which in turn will influence in the formation of individual activities. Thus, the deep approach Supervision is related in two directions, namely from top to bottom and from bottom to top. Behavior supervisors in this approach are as follows, namely: 1) Presenting, 2) Explaining, 3) Listening, 4) Solving problems, 5) Negotiating. This approach was carried out with through the following stages of supervision activities, namely: 1) Initial conversation (pre-conference), 2) Observation, 3) Analysis/interpretation, 4) Final conversation (past - conference), 5) Final analysis, 6) Discussion (Effendi & Sahertian, 2023).

3) Supervision Techniques

Technique is a method or way of doing certain things. A good technique is skilled and quick to obey (Wardi, 2019), a supervisor must choose special techniques that are harmonious. Technique as a method or way of doing things certain. A good technique is skilled and fast, the technique used to complete the task carried out according to plans, specifications or objectives associated with the technique concerned. A technique may be simple, for example using a "mimeograph machine" to duplicate announcements or reports sent to lecturers, or techniques can be more complicated, for example helping to evaluate their work. So technique Supervision is the special methods used to complete internal supervision tasks achieve certain goals. Supervision techniques are tools used by supervisors to achieve the goals of supervision itself which can ultimately improve teaching appropriate to the situation and conditions. Supervision techniques can be divided into two types:

a) Lecturer Meeting (teacher meeting)

Lecturer meetings are different from formal meetings because at this meeting all the lecturers are present at the university it is mandatory to attend. In this meeting usually discussed about teaching problems, and PR I in academic affairs or the inviting chancellor. The main goal is to improve personal qualities and plan university programs as well provide opportunities for cooperative thinking, planning for staff, encouraging lecturers to talk and get to know the campus as a whole.

b) Exchange experience (sharing experience)

This technique is carried out informally where each lecturer conveys their experiences each in teaching the topics that have been directed. Because of this forum its general nature will provide valuable experience for young lecturers (junior) to strengthen their identity as teaching staff. The conclusions obtained will be used as a guide for all lecturers in managing their work in class.

c) Workshop (Workshop)

This workshop involves bringing in educational experts to discuss educational problems. At that time the lecturer can draw conclusions from what is happening discussed. This technique is an effort to develop thinking and working abilities equally regarding both theoretical and practical issues with a view to improve the quality of life in general and professional quality in particular. Workshop or workshops are one method that supervisors can use to carry out managerial supervision. This method is of course group in nature and can involve lecturer colleagues, heads of study programs, and homework I and even the chancellor. The organization of this workshop is of course adjusted with the aim or urgency, and can be held together with the Working Group other similar organizations. For example, homework I can take the initiative to hold workshops on Curriculum development, academic administration systems, assessment systems exams and so on.

d) Discussion Panel (Panel Discussion)

This technique is carried out in front of lecturers by experts from various scientific and scientific angles experience with a defined problem. They will see a problem It is in accordance with their respective views of knowledge and experience so that lecturers can obtain very complete input in facing or solving a problem. The benefit of this activity is the emergence of dexterity in solving problems various expert points of view.

e) Symposium

The activity brings in an educational expert to discuss educational issues. The symposium presents short speeches that review a topic from several aspects The speech presenters are usually three people, where the lecturer is expected to be a follower can benefit from listening to these speeches.

f) Teaching demonstration

Efforts to improve teaching and learning by demonstrating how to teach in front of the lecturer in introducing various aspects of teaching in class, by the supervisor.

CONCLUSION

Based on the description of the discussion and results above, it can be concluded that implementing educational supervision should not only be carried out by lecturers but also apply to the entire academic community, including education staff. The involvement of all components of the academic community through various models, approaches and techniques of educational supervision by lecturers, rectors, educational staff, foundations, students, the community and government are very necessary for the progress of a higher education institution. The ultimate goal of higher education supervision activities is to produce a more effective and dynamic atmosphere for teaching and learning activities for students and lecturers on campus. so that it will directly create quality education in accordance with the vision, mission and goals of the university.

REFERENCES

- Awaluddin sitorus, M. P., & Kholipah, S. (2018). *Supervisi Pendidikan: Teori dan Pengaplikasian*. Swalova Publishing.
- Abidin, Zaenal. "Educational Management of Pesantren in Digital Era 4.0." *Jurnal Pendidikan Agama Islam* 17, no. 2 (2020): 203-216.
- Ambarita, B., Siburian, P., & Purba, S. (2014). *Pengembangan Disain Model Supervisi Akademik Berbasis Manajemen Pendidikan*.
- Dibyanoro, S. S. (2017). *Manajemen supervisi akademik untuk meningkatkan kinerja guru mata pelajaran pendidikan jasmani dan kesehatan SMK di Kecamatan Sewon Kabupaten Bantul*. Utile: Jurnal Kependidikan, 3(2), 126-137.
- Effendi, Y. R., & Sahertian, P. (2023). Principals' academic supervision based on humanistic spiritual values to increase student achievement motivation. *International Journal of Innovation and Learning*, 34(1), 59-80.
- Faradila, A. N., Sholehah, D., Halimah, H., & Syahrani, S. (2023). MANAJEMEN SUPERVISI PENDIDIKAN DI MTS ANWARUL HASANIYYAH. *EDUCATIONAL JOURNAL: General and Specific Research*, 3(3), 727-738.
- Fitriani, F. (2015). *Model supervisi akademik kepala sekolah dalam meningkatkan kinerja guru: Studi multi kasus di MTs Negeri Batu dan SMP Ar-Rohmah Putri Malang* (Doctoral dissertation, Universitas Islam Negeri Maulana Malik Ibrahim).
- Jamila, J. (2020). *Pengembangan Model Supervisi Akademik Berbasis Kolaboratif (Studi Pada Pengawas Smp Dinas Pendidikan Kota Medan)*. *Jurnal Manajemen Pendidikan Dasar, Menengah dan Tinggi [JMP-DMT]*, 1(1), 26-36.
- Muhammad, H. M. (2022). *Manajemen Supervisi Pendidikan*. *Jurnal Sustainable*, 5(2), 447-456.
- Malyana, A. (2020). *Pelaksanaan pembelajaran daring dan luring dengan metode bimbingan berkelanjutan pada guru sekolah dasar di Teluk Betung Utara Bandar Lampung*. *Jurnal Ilmiah Pendidikan Dasar Indonesia*, 2(1), 67-76.
- Nasution, I. (2021). *Supervisi Pendidikan*.
- Nurdiyati, W., & Haryanto, B. (2021). The Effect of Training and Education on Strengthening LPPKS Principals on the Dimensions of Planning, Management, Supervision on the Managerial Competence of Islamic Kindergarten Principals in Wonocolo District, Surabaya City. *Academia Open*, 4, 10-21070.
- Satrijo Budiwibowo, M. M., & Sudarmiani, M. P. (2019). *Manajemen Pendidikan*. Penerbit Andi.
- Saharudin, S., Syaifuddin, M., & Tambak, S. (2022). *Supervisi Pendidikan*. *Jurnal Ilmu Multidisplin*, 1(2), 490-497.
- Suparliadi, S. (2021). Peran Supervisi Pendidikan dalam Meningkatkan Mutu Pendidikan. *Journal Of Administration and Educational Management (ALIGNMENT)*, 4(2), 187-192.
- Taroreh, F. J. H., Tambingon, H. N., Rawis, J. A., & Mangantes, M. L. (2022). Pelaksanaan Supervisi Pendidikan di Perguruan Tinggi pada Masa Pandemi Covid-19. *Jurnal Pendidikan dan Konseling (JPDK)*, 4(6), 10491-10497.
- Turmidzi, I. (2021). Implementasi supervisi pendidikan untuk meningkatkan mutu pendidikan di madrasah. *Tarbawi: Jurnal pemikiran dan Pendidikan Islam*, 4(1), 33-49.
- Wahib, A. (2021). *Manajemen Evaluasi Program Supervisi Pendidikan Dalam Meningkatkan Mutu*

Pendidikan. Auladuna: Jurnal Prodi Pendidikan Guru Madrasah Ibtidaiyah, 3(1), 91-104.
Wardi, A. M. (2019). Proses dan teknik supervisi pendidikan. Universitas negeri Padang.
Yuliana, L., & Arikunto, S. (2008). Manajemen Pendidikan. Yogyakarta: Teras.