

# Implementation of the Duties and Functions of Supervisors of Islamic Religious Education at the Senior High School Level in Palembang City

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## ABSTRACT

Supervisors play an important role in assisting and guiding teachers towards improving the quality of learning. This study aims to analyze the implementation of the duties and functions of supervisors of Islamic Religious Education in conducting academic supervision and the obstacles. The research method used is descriptive qualitative. The informants of this study were 4 supervisors at the high school level. Data were obtained through interviews, documentation, and observation. Data were analyzed through data reduction, data presentation, and conclusion. The results of this study indicate that the implementation of supervisory duties and functions is by Minister of Religion Regulation No. 2 of 2012, but the results have not been maximized due to various obstacles, including 1) the number of assisted schools; 2) the number of PAI teachers trained; 3) teacher preparation is not optimal; 4) lack of competence of supervisors; 5) lack of facilities; and 6) lack of supervisory, professional competency development activities.

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## 1. INTRODUCTION

Education supervisors play an important part in ensuring consistent high standards in the classroom (Darmansah, 2022; Faisal, 2022). In order to carry out supervision in the learning process, supervisors have responsibilities and roles that include, but are not limited to, the following: planning, implementing, monitoring the application of national education standards, and evaluating the execution of supervision. Supervisors have the ability to evaluate teachers, offer direction, and in certain cases, even provide in-service education (Utami et al., 2021). Islamic RE teachers' supervisors have similar responsibilities and roles in enhancing the quality of teaching.

Supervisors of Islamic Religious Education have a big part to play in making sure that Islamic Religious Education in schools is going in the right direction. (Habibullah, 2013) School supervisors

also help keep an eye on how well Islamic religious education is being taught in schools. As a functional task, he has duties, obligations, and the power to do things under his supervision (Indonesia, 2012).

According to the guidelines outlined in the Minister of Religion's Regulation No. 2 of 2012, the role of the supervisor of Islamic Religious Education in schools includes the following responsibilities. Fifth, reporting and following up on the implementation of supervisory duties. First, planning a programme for supervising Islamic religious education. Second, coaching, mentoring, and professional development of Islamic religious education teachers. Third, monitoring implementation of the National Islamic Religious Education Standards. The effectiveness of Islamic Religious Education supervisors has improved in terms of both programme development and reporting (Manalu et al., 2020). The supervisor's role in fostering professional growth among teachers is highlighted by this duty.

Teachers can greatly benefit from additional training and support in the form of supervision. They will maintain their professionalism with constant guidance. Constant monitoring is not only reasonable from a theoretical standpoint but also supported by solid data. Because of this, the government (through the ministry) has established learning oversight rules as a part of the curriculum implementation standards (Imron, 2011).

Several relevant studies include research by Manalu (2020) that supervisors of Islamic Religious Education are also less active in the organization, especially supervisory, professional organizations, and are less committed to carrying out supervisory duties. The performance of Islamic Religious Education supervisors has increased in terms of drafting supervision programs and reporting on the implementation of supervision, but the performance of Islamic Religious Education supervisors has not succeeded in increasing in terms of implementing supervision. Research by Hidarya (2022) showed that the implementation of the Regulation of the Minister of Religion Number 2 of 2012 for PAI supervisors did not run optimally because they encountered several obstacles, including policy standards; budget; psychological burden; coordination; and performance appraisal. Research of Sunengsih (2021) showed that the implementation of PMA Number 31 of 2013 in improving teacher performance in planning, implementing and evaluating madrasa supervisors at PMA No. 31 of 2013 in the two madrasas has been running as expected, although not so optimal. Research by Sumiyati (2022) shows that the supervisor of Islamic religious education has a strategic position in overseeing the success of Islamic Religious Education and also has authority in supervising the preparation, implementation and evaluation of learning. Based on previous research, what distinguishes it is the implementation of supervisory duties and functions in carrying out academic supervision according to PMA Number 2 of 2012 at the upper middle school level.

## 2. METHODS

Qualitative research is the type of study that is done. This type is used to connect with informants and find out information in a natural and easy way so that it doesn't look like data manipulation or control by researchers. Researchers look at how PAI supervisors do their jobs, especially when it comes to academic supervision and the problems PAI supervisors in SMA/SMK face when trying to train PAI teachers for SMA/SMK who are supervised by supervisors of Islamic religious education. In this study, the method is based on formal legal sociology. This study was done at the Ministry of Religion of South Sumatra Province. The schools that were the research targets were SMAN 6 Palembang, SMAN 8 Palembang, SMAN 9 Palembang, SMAN 13 Palembang, SMAKN 1 Palembang, and SMKN 3 Palembang.

Z, HS, H, and R, all of whom work at the Ministry of Religion in South Sumatra Province, were the primary informants for this study. Secondary data for this study came from interviews with school education administrators, principals, and Islamic religious education teachers at schools that were the focus of the study but were also receiving assistance from PAI supervisors. Data for the study will be gathered through interviews, records, and direct observation. Data analysis methods often involve some combination of data reduction, data display, and conclusion drawing.

Triangulation tests are used to continuously check, match, and compare data from different sources like direct observation, interviews, and documentation; persistence of observations (Persistent observation) is when observations are carried out carefully and continuously until the desired data or symptoms in the field are obtained; and re-census is when data from the same source is compared to data from different sources.

### 3. FINDINGS AND DISCUSSION

#### 3.1. Implementation of Academic Supervision

##### 3.1.1 Academic Supervision Planning

Based on the results of observations, all supervisors prepared a monitoring program, but the schedule that had been prepared for the program had not been fully implemented due to various constraints, but they had tried to carry it out according to the schedule that had been prepared at the beginning of the year. As the following interview with HR:

“All supervisors of Islamic Religious Education of the Ministry of Religion of Palembang City compile/create a supervision program so that the implementation of supervision goes according to the plan that has been prepared and can run effectively and efficiently.”

Also disclosed the following HS:

“The academic supervision planning program must be prepared by each supervisor at the beginning of the year so that what a supervisor will do can be carried out properly and obtain maximum results. The program made in the Academic Supervision Plan (RKA) is a program to foster teachers in compiling, developing annual programs, semester programs, monthly programs, syllabus and lesson plans.”

This statement is reinforced by the Academic Supervision Plan (RKA) document for each PAI supervisor which indicates that these supervisors have a plan for carrying out their duties as supervisors, and this work plan document is almost the same because it was made based on the agreement of the supervisory working group meeting (*pokjawas*) at the start of the year. The planning program for PAI supervisors is very important so that the implementation of academic supervision that will be carried out in the current year can be carried out properly, effectively and efficiently, and maximum results are achieved, as well as mistakes that might be avoided, and the four PAI supervisors of the Ministry of Religion all have an oversight program.

Planning for an academic supervision program is the preparation of a monitoring planning document for a series of activities to help teachers develop their ability to manage the learning process to achieve learning objectives. The benefits of planning an academic supervision program are 1) guidelines for implementing and supervising academics, 2) to equate the perceptions of all school members about the academic supervision program, 3) guarantor for savings and the effective use of school resources (personnel, time and costs) (Usman, 2008).

The academic supervision planning program is a series of concepts for preparing planning documents for monitoring teacher activities to develop their ability to manage the learning process to achieve learning objectives. Planning is also the first step in implementing academic supervision, including preparation for supervision. Among the things that must be prepared in planning are determining the time, place, supervision instruments, and others. Planning is needed to produce a framework as well as a guideline for implementation, processes, objectives, and avoiding errors/obstacles.

The stages that must be taken in the implementation of supervision include preparation, implementation, evaluation and follow-up. The preparatory stage that must be carried out is a) supervision program. The supervision program must reflect the type of activity, objectives,

implementation, time and instruments. The supervision organization describes the mechanism, implementation of reporting and follow-up. Implementation of supervision involves supervisors and related structural officials and school principals and appointed officers; b) prepare instruments or technical instructions related to the implementation of supervision and the latest policies related to guidelines for implementing education in schools; c) supervisors can carry out individual supervision techniques, in which the supervisor enters the class directly and makes observations of the teacher in carrying out the learning process. Meanwhile, the individual indirect technique is a technique in which the supervisor observes the teacher's learning process from outside the classroom. Besides that, a supervisor can also just have a conversation, chat or discussion with a teacher in a room about learning equipment or models, and so on (Azhari, 2004).

### 3.1.2 Implementation of Academic Supervision

Supervisors have planned the implementation of supervision through a program that has been prepared. The implementation of the program must consider the techniques, methods, or approaches to be used as well as understanding the principles of supervision, which must be objective, humane, democratic, sustainable and others.

In this case, all PAI supervisors for SMA/SMK have carried out coaching. This is as stated by HS below:

"The implementation of supervision is carried out by discussing or asking questions about the learning tasks of PAI teachers both administratively and in the learning process, as well as filling out coaching instruments that each supervisor has prepared. However, on this occasion coaching is only done at the beginning of each new school year".

Every PAI supervisor provides guidance to schools and PAI teachers who are responsible for mentoring. Further information was obtained that the coaching forms were online and offline. Offline coaching with discussions/questions and answers and filling out instruments and coaching and monitoring seems only to be done once a year, namely at the beginning of each school year. The form of coaching is related to Content Standards and Process Standards. During the pandemic, supervision and supervision carried out by PAI supervisors for PAI teachers was online only, because teachers and students were not at school because the learning process was online and offline. However, face-to-face meetings have been carried out since the new school year 2022/2023, so coaching can be done face-to-face individually and in groups. As disclosed by AB below:

"Supervisors at SMAN 6 Palembang have done their job well, although not optimal. Especially during a pandemic, supervisors often don't go to school because they study from home. However, supervisors actively share important information through the WA group."

The same thing is also expressed by A below:

"Supervisors conduct guidance and training online and offline according to the conditions of the Covid-19 Pandemic. This training form includes preparing learning programs, implementation and evaluation".

To carry out academic supervision, PAI supervisors use individual and group supervision techniques as disclosed by the following HB:

"Usually I carry out individual supervision specifically for teachers. I only know their performance and daily activities, so supervision is carried out only occasionally. Administration is usually complete because the teacher is professional."

Then MZN stated:

"The supervision that I do in groups and individually, the activities that I do are observing the teacher when teaching from the aspects of material, media, and evaluation. After

observation, followed by giving input on deficiencies in teaching. On the other hand, the coached teachers are certified and have a master's degree”.

Furthermore, R revealed:

“I always attend MGMP PAI meetings. Usually they hold meetings to discuss matters related to PROTA, PROSEM, preparation for school exams, and even training on the 2013 Curriculum, on that occasion I also shared information”.

This statement is reinforced by the following UH:

“During the In-House Training (IHT) at school, the supervisor was never present. At the IHT, fellow teachers share information about learning administration, the 2013 Curriculum, and others. After everything was done, we asked for a correction from the supervisor”.

AB also revealed:

“When supervisors come to school, we often discuss problems and provide solutions. We also use the WhatsApp Group to communicate with supervisors so that they can ask directly about the problems they face, besides that important information from supervisors can be found directly. At the beginning of the year, we usually carry out IHT to discuss learning administration”.

Furthermore, AA revealed:

“Usually when the supervisor comes to school, the supervisor sees me teaching and learning administration, because both are obligations that must be carried out. On this occasion, supervisors often provide input for improvement”.

Thus, PAI supervisors have carried out academic supervision starting from coaching, monitoring, guidance and training, and assessment. This shows that the supervisor has understood the duties and functions of the supervisor by regulations. If this activity is carried out responsibly and consistently, it will improve the quality of education and teacher professionalism. This is what is expected of the presence of supervisors in schools.

Implementation of academic supervision includes 4 activities: coaching, monitoring, guidance and training, and assessment (Sudjana & Dharma, 2011). First is coaching. In this activity there are three activities, namely 1) coaching is carried out on the preparation of the process and learning outcomes; 2) coaching is carried out by giving examples, discussions, training, and consultations; and 3) coaching activities are carried out by PAI supervisors and heads of education units (Pemerintah Republik Indonesia, 2007).

The second is monitoring. This activity is a supervisory activity by knowing data and information about the implementation of conformity and achievement of graduate competency standards (SKL), content standards (SI), process standards, and assessment standards in planning and implementing learning (Saifani et al., 2022). The purpose of such monitoring is to 1) find out the implementation or suitability of the implementation/organization of education with plans, programs and/or National Education Standards; and 2) find obstacles in program implementation (Annisa, 2022).

Third is guidance and training. Guidance and training are carried out to improve teacher competence in learning and meet the demands of career development teacher's functional position and credit score through continuous professional development (Annisa, 2022). The suggestions for guidance and training are school teachers, teachers at MGMP/KKG, and counselling guidance teachers. The scope of the material is 1) preparation of learning planning programs; 2) implementation of learning; 3) implementation of the assessment of learning outcomes; 4) implementation of teacher guidance and training; 5) guidance on making scientific papers such as classroom action research; and 6) mentoring of junior supervisors and middle supervisors.

Guidance and training are carried out at least 3 times in one semester or 6 times a year both the time and the number of hours required for each activity according to the theme or type of teacher skills and competencies to be improved. The approaches that can be taken are process skills and andragogy. As well as the method of implementation, namely discussions, modeling, demonstrations, workshops, and seminars in groups (Hatta, 2015).

Fourth, assessment. Evaluation of teachers by school supervisors is an assessment of the performance of teachers who are given additional assignments as school principals in the learning elements (14 subject/class teacher competencies, 17 counseling teacher competencies, or 12 ICT teacher competencies). The assessment tool used is as stipulated in Permendiknas Number 35 of 2010 or the applicable laws and regulations provisions. Assessment activities in academic supervision include: a) assessing the performance of the school principal in the learning elements and b) verifying the results of the teacher performance assessment that the principal and the appointed teacher have carried out. Assessment is carried out to obtain teacher performance data with additional assignments as school principals in the learning element. Teacher performance data is used to consider subsequent coaching (Annisa, 2022).

### 3.1.3 Follow up on Academic Supervision

Follow-up is the final part of academic supervision. As a follow-up to the results of coaching, such as giving awards for achievements or coaching in the form of a warning to supervisors who have not met the standards in fostering or allowed to take part in guidance/training on supervision as stated in the following HB statement:

“Actions of this kind have not been carried out because PAI supervisors in carrying out their duties only equip themselves and with the supervisory group by struggling and trying independently without any special attention from interested parties to the progress and success of the supervisor's performance in fostering teachers which ends in prioritizing student learning achievements”.

For personal and group coaching, the schedule is adjusted according to the target schools and the supervisors being coached, considering the number of teachers coached by each supervisor so that it is adapted to the situation and conditions in the field as according to the following HB:

“Supervisor visits sometimes do not provide prior notification to either the school or the assisted teachers at the school. Considering that the location varies based on the geographical location of the school, so that it adjusts and ensures that every year all assisted supervisors can touch teachers.”

Another case stated by the following MZN:

“If you want to visit a school, the PAI supervisor in Palembang City must confirm with the school principal and PAI teacher first. As for the data seen such as learning administration, and teacher and student data. Besides that, I also submit suggestions for improvement in the future.”

Thus the follow-up carried out by the supervisor is by giving awards to teachers or schools that excel, then coaching with reprimands and involving them in guidance and training. This effort needs to be carried out and becomes a concern for supervisors so that academic supervision can improve teacher competence and school quality.

Supervision results need to be followed up so that it has a real impact on improving teacher professionalism. This real impact is expected to be felt by the community and stakeholders (Kemendiknas, 2010). The follow-up is in the form of strengthening and rewarding given to teachers who have met the standards, educational reprimands given to teachers who have not met the standards and teachers are allowed to take part in further training/upgrading. The follow-up of the assessment results is the utilization of the results of supervision. Apart from that, another thing that was done in

the Follow-up Plan (RTL) activity was to develop the steps for fostering the next supervision program (Suwartini, 2017).

In implementing the follow-up activities of academic supervision, the main target is teaching and learning activities. The results of the assessment, the supervisor notes, can be used to develop teacher teaching skills or improve the performance of PAI teachers, at least to reduce the obstacles that arise or may arise. Feedback will assist supervisors in carrying out follow-up supervision. This feedback can also create a communication atmosphere that does not cause tension, emphasizes the authority they have, and provides opportunities to encourage teachers to improve their appearance and performance (Rofiah, 2022).

Follow-up on the results of academic supervision is carried out through a) reviewing the summary of the assessment results; b) if it turns out that the goals of academic supervision and learning standards have not been achieved, then it is better to reassess the knowledge, skills and attitudes of the teachers who are the goal of coaching; c) if it turns out that the goal has not been achieved, then start re-designing the teacher's academic supervision program for the next term; d) make an action plan for the next academic supervision; and e) implement the action plan in the next period (Hermawan et al., 2022).

Thus it can be concluded that PAI supervisors have carried out academic supervision at the beginning of the planning, implementation and follow-up stages. At the planning stage, supervisors prepare several supervision programs in the Academic Supervision Plan. Supervisors carry out coaching, monitoring, guidance and training, and assessment at the implementation stage. While at the follow-up stage, the supervisor gives awards, reprimands, and coaching. However, the results have not been maximized in improving the quality of teachers and supervisors themselves due to several obstacles encountered in the field. In general, the implementation of supervisory duties and functions is in accordance with the Regulation of the Minister of Religion Number 2 of 2012.

The findings of this study reinforce the results of previous studies, including Manalu's (2020) research, that supervisors of Islamic Religious Education are also less active in the organization, especially supervisory professional organizations, and are less committed to carrying out supervisory duties. The performance of Islamic Religious Education supervisors has increased in terms of drafting supervision programs and reporting on the implementation of supervision, but the performance of Islamic Religious Education supervisors has not succeeded in increasing in terms of implementing supervision. Research by Hidarya (2022) showed that the implementation of PMA Number 2 of 2012 for PAI supervisors did not run optimally because they encountered several obstacles, including policy standards; budget; psychological burden; coordination; and performance assessment. Research of Susilawati (2022) that the implementation of the duties and functions of the supervisor of Islamic Religious Education in fostering religious teachers at the State Senior High School level is in the not good category. Further research by Ferrary (2022) showed that, in general, the Regulation of the Minister of Religion of the Republic of Indonesia Number 2 of 2012 concerning Madrasah Supervisors and PAI Supervisors at Schools has been implemented in the performance of Islamic religious education supervisors (PAI) Madrasah Aliyah (MA) although there are still some deficiencies that cannot be implemented optimally. There are still many other studies which state that academic supervision by supervisors has not been optimally implemented, like the research of Rohma (2018), Sya'bani (2013), and Heri (2014).

### ***3.2 Supporting and Inhibiting Factors of Academic Supervision***

The implementation of academic supervision has several supporting factors, namely 1) the location/area of the school, which can still be reached by both two-wheeled and four-wheeled vehicles so whenever you want to go to the location of the target school can be done after first coordinating with the school or teacher being coached; and 2) maximizing the use of media both for communication and in delivering material during mentoring and training, such as using communication via WhatsApp, Zoom Meeting, Google Meet, the SIAGA and EMIS applications from the Ministry of Religion in

monitoring teacher activities or being able to communicate privately between teachers and PAI supervisors.

While some of the obstacles faced by supervisors of Islamic Religious Education in implementing supervisory duties and functions, include 1) the number of assisted schools; 2) the number of PAI teachers being coached has implications for the effectiveness of supervision, so that the coaching time is very short and there is no special time available that embraces all the mentored teachers in carrying out coaching to PAI teachers; 3) teacher preparation is not optimal; 4) lack of competence of supervisors; 5) the lack of facilities owned by teachers, especially the very limited teacher literature in supporting the learning process; and 6) the lack of supervisory professional competency development activities in participating in training, seminars and in-service educational training for supervisors of Islamic Religious Education, especially in relation to the implementation of the PAI Curriculum which is always developing as it is currently being encouraged by the government, namely the Merdeka Belajar Curriculum.

#### 4. CONCLUSION

This study concludes that first, the implementation of the duties and functions of PAI supervisors at SMA/SMK Negeri Palembang City includes planning, implementation, and follow-up, has been set forth in the PAI supervisor program. Second, the implementation of the academic supervision of PAI supervisors for assisted teachers in SMA/SMK Palembang City is in accordance with the Regulation of the Minister of Religion Number 2 of 2012. Academic supervision of 4 national education standards for PAI teachers assisted by PAI supervisors runs well, both online and offline, but not maximal. And third, the factors that become obstacles to academic supervision include the workload of supervision, namely the target schools that many exceed the ideal limit, the preparation of supervised teachers is not optimal, the competence of supervisors is not optimal and seems to be left behind by supervised teachers, especially competence in related learning activities with changes to the independent learning curriculum. The weakness in this study is that it has not been able to prove the effectiveness of academic supervision based on PMA quantitatively, therefore, it is suggested that further research to examine the effectiveness of academic supervision on increasing teacher professionalism.

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