

## The Effectiveness of Academic Supervision of Principal in Improving Distance Learning in Junior High School

Ellyta<sup>1</sup>, Murniati<sup>2</sup>, Nasir Usman<sup>3</sup>

<sup>1</sup> SMP 19 Percontohan Banda Aceh, Aceh, Indonesia; ellytajuli@gmail.com

<sup>2</sup> Universitas Syiah Kuala, Aceh, Indonesia; murniat@unsyiah.ac.id

<sup>3</sup> Universitas Syiah Kuala, Aceh, Indonesia; nasir.fkip@gmail.com

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### ABSTRACT

Academic supervision is a process taken by the principal to assist teachers in increasing their ability to manage the effective learning. This study aims to determine the program, implementation, role of supervisors, supporting and inhibiting factors for the principal's academic supervision in improving online learning during the covid-19 period at SMPN 19 in Banda Aceh. The data collection techniques used were observation, interview, and documentation study. The research subjects were school principals and teachers. The data analysis used was reduction techniques, data presentation, data interpretation and data verification. The results showed that: the effectiveness of the implementation of academic supervision of school principals in the Covid-19 pandemic at SMPN 19 Percontohan in Banda Aceh was seen from: (1) The planning for the academic supervision of school principal is conducted by cooperating with all education stakeholders in providing quality education as determined by all parties, including teachers and school principal. (2) The implementation of the academic supervision of the principal is conducted by seeing the teacher perform the distance learning and offline learning through lesson planning which includes competency standards, basic competencies, indicators of success, and teaching materials, the presentation of fun material, the use of appropriate methods, the existence of media to support the learning process and assignments that are able to measure all student abilities. (3) The principal provides guidance, direction, and guidance to teachers who still have weaknesses and deficiencies in managing learning; (4) The supporting factors for academic supervision are the high of teacher awareness, good teacher perceptions of academic supervision, and motivation / support from parents to students.

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#### Corresponding Author:

Ellyta

SMP 19 Percontohan Banda Aceh, Aceh, Indonesia; ellytajuli@gmail.com

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## 1. INTRODUCTION

The policy of learning from Education is the most important thing throughout the history of human life, because education is able to create national progress and to the contrary without education a nation will suffer depravity. Education for human life is an absolute necessity that must be fulfilled throughout life. Talking about education is talking about the future of a nation. Education must always receive the special attention so that the future of a nation can be guaranteed. If not, it will cause serious threats to the sustainability of a nation, one of them is Indonesia (Jamaludin et al, 2020). Since March, 2020 through a circular from the Minister of Education Number 4 of 2020 through Secretary General Number 15 of 2020 concerning guidelines for implementing Learning From Home (BDR) during the Covid-19 emergency, through this circular clearly schools from the Kindergarten (TK) level, Elementary School (SD), Junior High School (SMP), Senior High / Vocational School (SMA / SMK), and Higher Education (Ministry of Education and Culture, 2020).

Covid-19 has had a number of unfavorable effects on the field of education, one of them being that no teaching or learning is taking place in schools. School closures were implemented to stop the spread of the Corona virus. All schoolwork must be completed at home, via distance learning, at the present time. The education system was saved from the potential spread of the Corona virus because to this approach. Reference should be made to Minister of Education and Culture Circular (SE) No.4 of 2020 Regarding the Implementation of Education Policies in an Emergency Period of the Spread of Covid-19 for the rationale behind the study-at-home policy during the current Covid-19 pandemic. The brochure includes a call to action encouraging people to pursue educational opportunities that may be completed from the comfort of their own homes, such as those offered through online or distance learning. Therefore, the processes involved in putting a learning system into action, one of which is the distant learning system, are as follows: (Çubukçu & Aktürk, 2020).

The method of distance learning employs an internet-based interactive model. Blended Learning mixes traditional classrooms with current technology-based learning, such as Zoom, Google Meet, Google Classroom, and so on (Dwiyogo, 2014). Recent meta-analyses of distance learning (Bernard, et al., 2014; Means et al., 2013; Oftedal et al., 2015; Vo et al., 2017; Winarno, 2017) discovered that it was more successful than face-to-face encounters. (Müller et al., 2018) define efficacy as the degree to which learning objectives have been attained. The larger the percentage of objective achievement, the greater the effectiveness. (Watkins et al, 2017; Rohmawati, 2015, Rohmawati, 2015).

The principal's role is that of supervisor, and educational supervision is described as the delivery of expert advice and support to educators so that they can better carry out the challenges of classroom management. One of the competencies that a school principal must have is the competence of supervision, as outlined in Regulation of the Minister of National Education (Permendiknas) Number 13 of 2007 concerned that The School Principal Standards. This regulation specifies that principals must be able to do things like plan academic supervision programs to raise teacher professionalism and carry them out using appropriate supervision procedures.

At the operational level, the teacher is a determinant of the success of education through their performance at the institutional, instructional, and experiential levels. As stated by Danim (2016) that the teachers are meaningful as a professional educator with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in the formal education path. The main task will be effective if the teacher has a certain degree of professionalism that is guaranteed from the competencies, proficiency, skills, or the ability that meet certain quality standards or ethical norms. Based on that, in order to help educators and education staff, the education supervisor activities that called education supervision are needed. This is stated in Law Number 20 of 2003, Article 66 paragraph 1 stipulates that: "The Government, Local Government, education boards and school or madrasah committees supervise the implementation of education at all levels of education according to their respective authorities".

The purpose of academic supervision is to assist educators in developing or enhancing their capacity to oversee the learning process in pursuit of established learning objectives. A principal's

academic supervision of teachers is a crucial role, and one in which they should excel. Learning programs are evaluated not just in terms of the outcomes they produce, but also in terms of the methods used and the infrastructure they rely on. The success of a learning process can be quantified in terms of how efficient the chosen learning strategy is. Engagement in learning activities is a good indicator of how effective a teaching method is. (Nguyen, 2015).

The shift in learning patterns from face-to-face to distance learning necessitates that stakeholders in education be prepared to follow technology advancements. As a stakeholder, the principal must be able to create and innovate in order to increase the level of learning and the overall service quality in schools (Burhanudin, 2017). Principals are accountable for implementing effective learning strategies that aid in the development of students' competencies. Moreover, the school must continue to monitor students' moral development and character throughout the distant education process (Hasanah, 2019; Wening & Hasanah, 2020). In order to guarantee the quality of education during the Covid-19 pandemic, the Principal is therefore expected to manage schools with inventiveness.

Educator Performance Assessment is very influential on the professionalism and quality of work of educators. With this assessment of the performance of educators, it is expected to improve the quality as educators. The results of previous studies that are relevant include the implementation of academic supervision carried out democratically and carried out when the teacher is learning in class, after that clarification is carried out. The results of the study Aprida, Fitria, & Nurkhalis, (2020) show that the academic supervision of the Madrasah Tsanawiyah Supervisor in Jepara Regency is carried out by meeting procedural standards from the planning, implementation, and reporting stages by using a set of necessary instruments and carried out in modern ways, leaving conventional/ traditional. Meanwhile, another study (Nisa' et al., 2021) states that in addition to being able to improve the performance of a principal supervised teacher, it can also increase a teacher's work motivation. So based on this it can be said that supervision activities can have a positive influence on improving teacher performance (Pujiyanto, Arafat, & Setiawan, 2020).

Based on the above background, the question of this research how to determine the program, implementation, role of school principals, supporting and inhibiting factors of principal's academic supervision in improving distance learning during the Covid-19 period. In general, the purpose of this study is to determine the implementation of the role of school principals, supporting and inhibiting factors of principal's academic supervision in improving distance learning during the Covid-19 period. Practically, this research is expected to be useful in contributing ideas for school principals, which can be used as a domain to provide information that principal's academic supervision in improving distance learning, so that they can manage the learning process in order to achieve goals which are desired.

## 2. METHODS

The research approach used in this study is a qualitative approach because the researcher wants to study social and dynamic problems. Data collecting techniques in this study using several techniques, such as; through observation, interviews and documentation, the form of data collection is expected to complement each other in order to obtain the expected information. The instrument that has been designed in such a way by the researcher will be used as a data collection tool in this study. As for the research location, namely at SMPN 3 Banda Aceh, SMPN 11 Banda Aceh. The data analysis technique used is descriptive qualitative analysis, while the data processing steps are data reduction, data display, and conclusions and data verification.

## 3. FINDINGS AND DISCUSSION

### *The Principal Academic Supervision Program at SMPN in Banda Aceh*

Planning is the first step that must be done by every school, before the program is implemented. The great and structured management can help to conduct the program well and also to achieve the expected results. This is in line with Mustari's (2015) statement explaining that management is a process

in planning to achieve the certain goals. The results showed that the academic supervision program by the principal was arranged at the beginning of the school year. The supervision program is created by stipulating some goals, such as increasing the ability of teachers to make Learning Implementation Plans (RPPs), as well as implementing effective face-to-face or distance learning (online).

The academic supervision is conducted with the hope that the experience and learning outcomes of students through online and offline learning will increase during the Covid-19 pandemic. Ramdaniah (2017) explain the academic supervision program planning is the preparation of implementation planning and monitoring documents in order to help teachers develop the ability to manage the learning process to achieve learning objectives. The scope of the academic supervision program conducted by the principal is the preparation of learning devices, implementing effective learning, and the completeness of student learning outcomes (Arikunto, 2018). The target of academic supervision implemented by the principal is the teacher's ability to manage learning in terms of how the teacher plans learning, implements effective learning, and evaluates student learning outcomes.

Principals also need knowledge of teaching programs and tactics so that they may help teachers who are struggling to create their own lessons. With the principal's touch in the form of assistance in overcoming teacher difficulties, the concept of the principal as a supervisor shows an improvement in teaching at the school he leads. The principal's role is to give instructors with whatever resources they need to maximize the quality of instruction they provide to their students, whether it be physical classroom space, supplementary resources, training, internships, or anything else.

Meanwhile, the responsibility of the principal is to help to improve the quality of education administration (managerial supervision). The explanation illustrated that the management is one of the factors that affect the successful achievement of the program, through careful and structured planning, the academic supervision program will be carried out well (Aprida, Fitria, & Nurkhalis, 2020). The achievement to foster student interest in reading will be achieved. A well-planned initial step can facilitate the subsequent stages of the implementation of the supervision program in the field.

### ***The Implementation of the Principal Academic Supervision at SMPN in Banda Aceh***

In executing the supervision program, the principal contacts the instructor first. Twice per semester, each teacher at Public Junior High School No.11 Banda Aceh (SMPN 11 Banda Aceh) is supervised. The next supervision will reveal a reflection and enhancement of learning based on the outcomes of prior supervision. In performing academic supervision, the principal employs the following principles: practical, objective, humanist, sustainable, democratic, and constructive. Academic supervision is implemented in three distinct phases: pre-academic supervision, class visits, and discussion of class visit outcomes.

Based on the results of interviews with the principal of SMP Negeri 11 Banda Aceh, for the students who were distance learning (Online Learning), the principal conducted monitoring through the school operator using the e-learning application. As was done at SMP Negeri 3 Banda Aceh, the principal conducted direct monitoring through the e-learning application from the education office. Meanwhile, at SMP Negeri 19 Banda Aceh, the principal conducted monitoring through the Pedia learning application. During face-to-face learning, the principal also conducts class visits to hold academic supervision of the teacher.

The school principal conducted the oversight to determine whether or not the instructor is carrying out his or her assigned responsibilities. The principal can provide direction by inspiring the teacher so that the learning process is carried out in an organized and efficient manner, resulting in student achievement. Technical guidance that must be conducted and received the attention of the principal as a supervisor in the implementation of academic administration is guidance directly related to improving the quality of teaching. However, administrative guidance can promote the implementation of optimal teaching and learning activities even when it is not directly related to the improvement of instruction. (Means et al., 2013).

The implementation of academic supervision is implemented based on the supervised aspects contained in the supervision instrument. After guiding the teacher by observing how to teach in class, then the principal provided input or direction according to the aspects of the instrument and in accordance with the aspects observed when the teacher teaches in the class. In this case, the principal who is able to see in detail whether the programs and activities are still in accordance with the specified direction and goals, it is the principal who is able to improve his professionalism, especially for teachers and other educational personnel in schools (Cubukçu, & Aktürk, 2020). The ability to conduct such supervision is based on his/her experience and achievements before becoming a school principal. All of this can be done if the principal is able to carry out internal supervision in the school being led.

### ***The Role of Principal Academic Supervision Supervisor at SMPN in Banda Aceh***

The academic supervision provided by the principal is a type of incentive for teachers to strive to be even more active in carrying out their responsibilities as educators who bear sole responsibility for ensuring effective learning in the classroom. As a leader in education, the principle is also responsible for supervising and guiding teachers in the implementation of learning activities in the classroom. The responsibility of school supervisors is to oversee the performance of school principals, teachers, and school staff, as well as the implementation of curriculum or subjects, learning activities, the availability and utilization of resources, school management, and other aspects including moral decisions, moral education, and community collaboration.

Based on the research results, it can be analyzed that the existence of supervisors in schools plays a very important role and helps determine the progress of education in schools, especially in terms of academic and managerial supervision. Moreover, so far the writers have seen his/her role in fostering and guiding the principal of teachers. The supervisors ask questions and submit complaints if there are learning problems for the teacher (Murtiningsih, Kristiawan, & Lian, 2019). It cannot be denied that this plays a very important role, especially in developing academics and managerial. In plain view, the authors see that there are some teachers who do not understand the correct way of teaching, starting from selecting methods and using media. So this is where the supervisor's role is to help teachers.

It is critical to have supervisors on hand in classrooms to ensure that teachers are able to take their lessons as far as they can. Also, if we can help principals and teachers out, we can raise the bar for education excellence. Researcher observations corroborate this idea, showing that supervisors' roles are clearly delineated in the school when they fulfill all of their responsibilities. Educators and administrators at schools often considered the presence of supervisors to be a given. Most school administrators are doing everything they can. So, it's safe to say that teachers and administrators have been making their presence known in classrooms and administrative offices (Pujiyanto, Arafat, & Setiawan, 2020). Facilitating the Teacher Working Group (KKG) and Principal Working Group (K3S) to offer advice and training in academic and management supervision is only one of the many ways in which school administrators are expected to contribute to raising student achievement.

It is customary for the supervisor to create a yearly, semester, monthly, or even weekly plan prior to beginning supervision at the start of each academic year. Therefore, supervisors can use this program as a resource as they go about their work, particularly as they plot out strategic measures for supervision in an effort to raise teacher professionalism in the classroom. How the manager will approach the model is primarily determined by the data reflected in this software (Sanglah, 2021).

The findings in this study indicate that one form of supervisory strategy implemented by supervisors is to create and use the same instrument, namely the instrument that has been agreed upon by the School Supervisor Coordinator Education Kapuas Office. According to the supervisor, the instrument could change according to the conditions at that time and with the aim of the supervision to be carried out and based on the agreement of School Supervisor Coordinator.

However, so far the supervisors have not developed their instruments in a more specific direction to determine the potential that teachers have in a more professional direction.

The result of this study is that the relationship with the training of teachers is still not optimal in schools. If the supervisors are more frequent and scheduled to make visits to the school, the supervisors will know and explore more about the teacher's ability to teach and they will understand the prototype of teachers in schools. With this understanding, a tutor will be easily take the right and best approach to advance and increase the potential of teachers.

According to some supervisors, this was due to the situation and conditions of the school, for example there was a collision with school activities in the form of examinations and other activities. In addition, because of the large number of schools that are under the guidance of being supervised, plus supervisors who are more focused on supervising schools, in this situation the supervisor has not maximally taken strategic steps as an effort to improve teachers towards a more professional direction.

### ***Supporting and Inhibiting Factors in Online (Distance) Learning during the Covid-19 Pandemic at Public Junior High School in Banda Aceh***

Supporting factors are something that becomes an impetus so that these activities can run as expected. In the distance learning (online learning) process conducted at Public Junior High School No.3 in Banda Aceh, Public Junior High School No.11 in Banda Aceh, and Public Junior High School No.19 in Banda Aceh, there are several things that support the learning process so that the learning process can run smoothly, including the implementation of online learning, such as every parents have gadgets, student participants can operate gadgets, especially WhatsApp and YouTube. The teachers are facilitated by internet quota from schools, the internet network is not too bad because most teachers and students live in the city and most of parents have installed wifi in their respective residences.

An inhibiting factor is something that hinders the achievement of the goals. In the online learning process at Public Junior High School No.3 in Banda Aceh (SMP Negeri 3 Banda Aceh), Public Junior High School No.11 in Banda Aceh (SMP Negeri 11 Banda Aceh), and Public Junior High School No.19 in Banda Aceh (SMP Negeri 19 Percontohan Banda Aceh), there are several things that become the obstacles to learn, such as there are still some students who are constrained by the internet network because there are some of them who live in villages, parents cannot accompany their children during online learning because they work late at night, students' enthusiasm for learning is lacking, parents have limitations in using gadgets, students are getting bored and lazy to collect assignments..

There are several factors that support academic supervision of school principals in improving online learning during the Covid-19 period at Junior High School in Banda Aceh, including SMPN 3 Banda Aceh, SMPN 11 Banda Aceh, and SMPN 19 Banda Aceh are as follow : (1) In terms of conditions, many parents of students have a higher education level. Therefore, there are 10% of parents who are worried about the condition of their children to do school face-to-face (offline). (2) The teachers feel tired when they have to teach in two learning shifts, and teachers also have to prepare material to be included in the e-learning application for students who choose to study online. (3) A very effective management system where everything or obstacles are open, so that the solutions are quickly found when there are problems in online learning during the Covid-19 pandemic.

There are several factors inhibiting academic supervision of school principals in improving online learning during the Covid-19 period at SMPN in Banda Aceh, including SMPN 3 Banda Aceh, SMPN 11 Banda Aceh, and SMPN 19 Banda Aceh, including the following : 1) Online learning has many weaknesses including the learning factor where there is no direct interaction between students and teachers, so that the students experience confusion in studying the material that has been given by the teacher. This causes the teacher to provide more information to parents regarding the material and assignments. 2) The learning system of students at home is not controlled by their parents,

because their parents are busy working. There are students who just do the assignment given by the teacher at night, it is because students have to wait for their parents to come home from work first. 3) The use of technology media is still very minimal, because most students do not have their own gadgets to be able to learn optimally.

The inhibiting factors in the implementation of academic supervision conducted by the principal are the principal's busyness in participating in sudden external activities, there are no experienced teachers so that the principal is alone in carrying out supervision, subject teacher vacancies so that it adds to the workload of other teachers to fill the class vacancies because the teacher in question is not present on the class visit scheduled (Ramdaniah, 2017).

Zukfekar, Yusrizal, and Ibrahim (2017) said that in principle, teachers must be periodically supervised in conducting learning". The principal can delegate the implementation of supervision academics to experienced teachers. The existence of experienced teachers greatly supports the smooth running of academic supervision. There are several factors that influence the success or failure of the supervision or the late or quick of the results of the supervision conducted by the principal. Purwanto (2016) as follows: 1) The community environment where the school is located. 2) The size of the school which is the responsibility of the principal. 3) The level and kind of school. 4) The state of the available teachers and staff. 4) The principal's own skills and expertise.

#### 4. CONCLUSION

In the situation of the Covid-19 outbreak in the country, all education units have implemented an online system. Online learning where the learning situation is no longer face-to-face raises many questions about the effectiveness of this learning system, including students. In order for online learning to be more effective, the implementation must be planned, starting with the readiness of students and teachers and also teaching materials. In online learning, teacher creativity is needed so that it runs effectively, so the students can understand the material presented. There is a very significant positive relationship between the supervision of the principal and the effectiveness of learning. It means that the stronger the supervision of the principal result in increasing the effectiveness of learning. Therefore, to increase the effectiveness of learning, the schools must optimize the supervision activities of the principal. Based on the results of the research, it was found that the learning process in the network (distance learning) was not completely running well because there were obstacles, namely the obstruction of the internet network which was not sufficient because the speed of internet network access was relatively slow, and the price for accessing the internet was relatively expensive so that it became an obstacle during the online learning process (distance learning). Moreover, the results of student learning also show that online learning does not make students able to understand the subject matter well. The limitation of this study is that the principal's performance assessment requires measurement standards, assessment methods, and analysis of measurement data, as well as follow-up on the measurement results. The recommendation is that the principal must be able to develop a distance learning model in conducting teacher academic supervision.

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