

THE ROLE OF EDUCATIONAL SUPERVISION IN IMPROVING TEACHER PROFESSIONALISM AT KARAWANG JUNIOR HIGH SCHOOL

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Abstract :

This research aims to evaluate educational supervision in improving teacher professionalism. Learning is a deliberate and organized effort that aims to achieve certain goals. The aim of education is to improve the quality of human potential. Increasing human resources includes improving education through the learning process in schools. To improve the quality of educational materials, it is essential to nurture and develop teachers, who play an important role in the human resources sector. The supervision process involves the guidance and assistance of educators and other staff members in carrying out their duties effectively, which is planned and implemented by the supervisor. Providing supervision is a useful way to overcome challenges faced during the learning process. Supervision in education is when supervisors help teachers combine professional skills and knowledge through speaking, demonstrating, and guiding to achieve educational goals. The research method chosen involves a qualitative descriptive approach. The data collected consists of observations, interviews and documentation. Research was conducted at SMAN 6 Karawang to determine the impact of educational supervision on increasing teacher professionalism at the school.

Keywords: *Education, Professionalism, Supervision, Teachers*

Abstrak :

Penelitian ini bertujuan untuk mengevaluasi supervisi pendidikan dalam meningkatkan profesionalisme guru. Pembelajaran adalah usaha yang disengaja dan terorganisir untuk mencapai tujuan tertentu. Tujuan pendidikan adalah untuk meningkatkan kualitas potensi manusia. Peningkatan sumber daya manusia diantaranya adalah peningkatan pendidikan melalui proses pembelajaran di sekolah. Untuk meningkatkan kualitas materi pendidikan, sangat penting untuk membina dan mengembangkan guru, yang memainkan peran penting dalam sektor sumber daya manusia. Proses supervisi melibatkan bimbingan dan bantuan pendidik dan anggota staf lainnya dalam melaksanakan tugas mereka secara efektif, yang direncanakan dan dilaksanakan oleh pengawas. Memberikan supervisi merupakan cara yang berguna untuk mengatasi tantangan yang dihadapi selama proses pembelajaran. Supervisi dalam pendidikan adalah ketika pengawas membantu guru menggabungkan keterampilan dan pengetahuan profesional melalui berbicara, mendemonstrasikan, dan membimbing untuk mencapai tujuan pendidikan. Metode penelitian yang dipilih menggunakan pendekatan deskriptif kualitatif. Data yang dikumpulkan terdiri dari observasi, wawancara, dan dokumentasi. Penelitian dilakukan di SMAN 6 Karawang untuk mengetahui dampak supervisi pendidikan terhadap peningkatan profesionalisme guru di sekolah tersebut.

Kata Kunci: *Guru, Pendidikan, Profesionalisme, Supervisi*

INTRODUCTION

Education is a purposeful and planned effort with the intention of achieving predetermined goals. The aim of education is to increase the quality of human resources. Improving human resources involves educational pathways within schools. To improve the quality of educational materials, teachers are very important in the human resources sector and require continuous coaching and improvement. The teaching profession is shaped by pre-service and in-service educational programs. Not all teachers undergoing training in educational institutions have adequate qualifications. Teacher resources need to be supported and developed to increase their capacity to carry out their duties efficiently. Additionally, rapid evolution drives educators to consistently upgrade their skills to keep pace with advances in fields such as science, technology, and social change. (Sasono & Istiqlalayah, 2021)

The concept of supervision comes from English, which combines the roots "super" which means above, and "vision" which means to see. Therefore, supervision can be described as observation from a higher perspective. In this case, supervision includes monitoring the teacher's work by the supervisor and principal, who have a position above the teacher. Apart from that, supervision is a training effort that aims to help teachers and school administrators carry out their duties effectively. In this context, school supervision is a process that involves school administrators and staff working together to help students learn in order to improve their learning outcomes and enable them to learn effectively with higher learning outcomes. Apart from that, supervision also aims to improve the work and learning environment in an efficient, disciplined, directed and accountable manner. Those who carry out supervision are called supervisors. (Azis, 2016)

Sagala stated that the main focus of supervision activities is to provide support that can improve teachers' professional skills. This teacher's expertise is reflected through his skills in supporting student learning, resulting in positive changes in their academic achievement. Supervision is carried out skillfully and imaginatively by supervisors who encourage teacher involvement and initiative to foster a positive learning environment that fosters creativity. (Messi et al., 2018)

Educational supervision includes monitoring and assessment activities to ensure that all educational tasks in an institution are carried out according to plan. At the same time, this involves a series of actions aimed at overcoming and improving any deviations that could hinder the achievement of goals (Muslimin, 2023). It can be concluded that educational supervision is an activity in the form of supervision, coaching, guidance and training which is planned to help teachers and improve teachers' professional abilities in order to achieve predetermined educational goals.

The aim of educational supervision is to offer assistance, guidance, coaching and expert advice to school staff, enabling them to improve the quality of their performance. Assistance must be based on comprehensive, precise and detailed data to accurately reflect the actual situation. In Wahyudi's view, educational supervision aims to improve the professional and technical competence of school principals and staff, which in turn will improve overall quality. The main point of this process is that educational supervision emphasizes teamwork, involvement, and partnership rather than coercion and compliance. In addition, educational supervision aims to support and improve the school's ability to carry out its role as

a formal educational institution in society. (Madona Agustin Sari & Achmad Maulidi, 2023).

When carrying out educational supervision, a supervisor may use a variety of techniques to ensure effective supervision. Supervision techniques can be categorized into two types: individual and group. In the field of teaching, individual techniques involve actions carried out by the teacher himself, while group techniques emphasize the importance of collaboration within a group to address significant problems. (Maimunah, 2020)

Teachers play an important role in shaping education, especially in formal school environments. Teachers highly value students' active involvement in their learning journey. Educators play an important role in shaping the educational process and its standards. Therefore, improving the quality of education is unlikely to produce substantial results unless there are skilled and proficient teachers. In simpler terms, teachers play an important role in improving the quality of education through their guidance and teaching. (Susilowati, 2019)

This is primarily about teacher recruitment and training. If these issues are not handled efficiently and appropriately, they can lead to challenges in the educational journey. The development and evaluation of teachers, like other educational staff, at every level and type of education, both in school and outside school, must be improved and encouraged in a sensitive way to improve the quality and quantity of various forms of education. This will also contribute to the professional growth and well-being of educational staff. In the world of education, teacher potential continues to grow and develop. Teachers must be flexible and able to adapt to the latest developments in science and technology. According to Sahertian, skilled educators have the following characteristics: 1) Demonstrate expertise in teaching and learning; 2) Demonstrate dedication and resilience when facing challenges; 3) Shows compassion and effectively manages obstacles as part of his personal growth. Therefore, teachers, as very important educational assets, require supervision and support services. The importance of providing support to teachers through supervision truly resonates in people's lives. Disclosure of various reasons for the need for supervision is interrelated with the genuine needs of the community. (Safrizal et al., 2023)

SMAN 6 Karawang, one of the leading educational institutions in Karawang, has B accreditation and follows an independent curriculum. SMAN 6 Karawang needs to ensure that their work program is in line with the school's vision and mission, as well as the 8 National Education Standards (8 SNP). SMAN 6 Karawang's vision includes the values of spirituality, excellence and concern for the environment. After carefully observing the practice of educational supervision at SMAN 6 Karawang, the author found several challenges that hampered the supervision process. As a result, supervision has not been effective, so many opportunities have been missed to improve learning practices. In reality, it is still common to find teachers who teach without clearly planning learning activities.

The challenge faced in implementing supervision at SMAN 6 Karawang is that teachers have not fully optimized learning activities, thus hampering the development of student competencies. In addition, the supervision schedule can change because it must be adjusted to the supervisor's availability. In general, traditional teaching methods, such as lectures, still have a strong influence on learning activities. Teachers remain the main force in guiding students during teaching and learning activities. Based on the background explained previously,

researchers are interested in the lack of teacher professionalism which has an impact on educational outcomes. This interest has motivated the decision to conduct research at SMAN 6 Karawang with the following title "The Role of Educational Supervision in increasing teacher professionalism at SMAN 6 Karawang".

RESEARCH METHOD

Research methodology consists of the various activities, guidelines, and techniques used by scientists in their field of study. The research method functions as an instrument for collecting accurate data during research. In this research, descriptive qualitative research methods were used. Qualitative research involves the use of scientific methods to reveal a phenomenon through comprehensive descriptions of data and facts related to the research topic. Through descriptive qualitative research, researchers attempted to describe the influence of instructional leadership in fostering teacher professionalism at SMAN 6 Karawang.

Researchers collected data through observation, interviews and document analysis. Observation involves directly observing research subjects to monitor their activities. A conversation in which two individuals share information by asking and answering questions is known as an interview. Searching for information about an object or variable involves exploring written materials such as notes, articles, biographies, and other related content. (Rita Fiantika et al., 2022)

RESULTS AND DISCUSSION

Educational Supervision Program Planning

Based on the results of interviews conducted with the Principal and Teachers at SMAN 6 Karawang regarding educational supervision planning, we obtained the results that the educational supervision program at SMAN 6 Karawang was planned at the beginning of the school year and followed up by the deputy head of curriculum to then create a schedule for implementing educational supervision.

In planning, the Principal of SMAN 6 Karawang created an educational supervision program based on teacher needs and school conditions and referring to the school program that had been created at the beginning of the learning year or called KOSP (Educational Unit Operational Curriculum). The school principal as supervisor analyzes the results of the previous school year's supervision and then creates a supervision instrument as a guide for implementing supervision.

The academic supervision program at SMAN 6 Karawang is structured systematically: (1) Principal supervision activities are carried out throughout the year, both in odd and even semesters, starting at the beginning of the semester; (2) A supervisory team is formed, consisting of the deputy principal and experienced senior teachers, to supervise classroom activities; (3) The results of teacher supervision are discussed in the Subject Teacher Conference (MGMP) with the team; (4) The school principal divides supervision responsibilities between curriculum representatives and senior teachers, and the results are then presented to the school principal.

This supervision program is designed to improve the quality of the learning process and ultimately improve the overall quality of the school, resulting in better services for the community. Educational supervision is closely related to efforts to ensure a high-quality learning experience. Quality teaching and learning activities require the presence of highly skilled teachers. In guiding the teaching and learning process, teachers have many opportunities to improve their expertise by engaging

in academic supervision, which contributes to the successful achievement of learning objectives. Identifying problems is what planning activities involve. When it comes to planning, there are a series of steps to follow:

- Collect data through classroom visits, one-on-one interactions, or team meetings.
- Improve the accuracy of collected data
- Sort data by topic areas.
- Draw conclusions about target issues based on the current situation.
- Implementing appropriate strategies to increase the professionalism of educators. (Fauzi et al., 2021)

Implementation of the Education Supervision Program

Regarding the implementation of supervision at SMAN 6 Karawang using the interview method. Interviews were conducted with teachers to find out what difficulties teachers experienced during the teaching process. The principal also makes observations using an inductive method, then the results of these observations are used as material for supervision. The Principal of SMAN 6 Karawang also carries out a supervision program using individual and group techniques. The individual techniques used by the principal of SMAN 6 Karawang are class visit techniques and personal dialogue techniques (clinical techniques), while the group techniques used are in the form of teacher discussions, teacher meetings such as Subject Teacher Deliberation (MGMP) activities.

SMAN 6 Kawarang has carried out academic and clinical supervision. Academic supervision is carried out to see the process and results of teaching and learning activities carried out in class. Clinical supervision is carried out for certain teachers who have individual problems. Clinical supervision is usually carried out if there are complaints from students regarding the teacher's way of teaching or the teacher's behavior.

The first stage of implementing supervision is that the supervisor makes observations first and then the results of these observations are used as material for creating a supervision program and schedule for implementing supervision. The supervision program was informed to teachers by the Deputy Head of Curriculum at the beginning of the year meeting.

The different stages include a pre-observation stage, where observations and interviews with the teacher are carried out, followed by a review of the lesson plan to assess whether any improvements have been made by the teacher. The principal, in his role as supervisor, discusses with the teacher specific classroom activities, aiming to build mutual understanding and effective communication for a positive reception of the supervision visit. The focus of observation includes examining aspects such as lesson planning, class organization, learning environment, discipline, lesson delivery, student responses, writing assignments, use of multimedia, and selecting appropriate observation tools. Supervision techniques used include sitting quietly at the back of the class, walking around the room, demonstrating learning approaches, and engaging in question and answer sessions with students.

Next is the implementation of supervision, which is carried out by visiting the class to provide feedback to the teacher. There are several points that must be observed by the principal as a supervisor, such as the teacher's consistency in dominating the class, class involvement, use of the blackboard, effectiveness of the

method, relevance of audiovisual aids to teaching material, and how much real learning occurs in the classroom. Then, a comprehensive analysis is carried out to interpret the results of observations, determine the need for comprehensive changes, and analyze positive learning behaviors that must be maintained and negative behaviors that must be changed.

After that, the post-observation stage, this conveys the results of the supervision assessment to the teacher and provides feedback so that the teacher can correct any deficient assessments. The analyzed data is presented to the teacher. Feedback is provided to help teachers understand the results, adjust acknowledged behaviors, and implement provided guidelines. Teachers and principals/superintendents must work together in a collaborative and friendly manner to ensure that ideas are well received and adopted effectively. The final stage is evaluating the results of observations. This evaluation is carried out to see whether the teacher has corrected his shortcomings. In line with the results of previous research by (Messi et al., 2018) the act of carrying out educational supervision by school supervisors has the potential to increase teachers' understanding in order to improve their professional abilities. In addition, school supervisors have succeeded in involving experienced teachers as mentors in educational supervision.

The obstacles experienced during the implementation of supervision were that the schedule that had been made for the implementation of supervision was changed due to the supervisor's individual schedule. Apart from that, the internet network is unstable. Follow-up results from the supervision findings of each teacher by the principal are then presented at the meeting. This follow-up takes the form of reflection with students or colleagues, and then a meeting will be held again with the principal and criticism and suggestions will be provided. Apart from that, other forms of follow-up are further coaching, workshops to increase teacher knowledge, teaching methods, preparation of modules and so on. There was a positive response to the implementation of this supervision. Teachers feel happy because they get input to make improvements in order to improve the quality of learning.

Evaluation of Educational Supervision Programs

This form of monitoring and evaluation serves as a basis for reviewing policies, both annually and semi-annually. The monitoring implementation aims to assess teacher readiness in preparing teaching materials. The forms of monitoring at SMAN 6 Karawang are as follows: (1) monitoring is carried out by the principal by visiting classes directly and also monitoring by utilizing picket teachers through the teacher's presence; (2) the principal carries out hidden monitoring of problematic teachers;

(3) monitoring is carried out when supervisors compare the results of supervision in the first and second semesters; (4) monitoring is carried out by observing whether the follow-up to the recommendations given to teachers is implemented or not; (5) monitoring is also carried out by asking students about their complaints regarding the teacher being supervised.

Evaluation activities are carried out to see the strengths and weaknesses of the teachers being supervised, starting from the teacher's attitude, lesson plans or teaching modules created, and learning methods. In the assessment, it is explained as follows: (1) evaluating programs, including school programs and policies; (2) assess those under supervision in relation to policy; (3) carry out evaluations by

checking monitoring devices; (4) engage in discussions with teachers to identify the challenges they face and offer appropriate resolutions.

The aim and objective of conducting an assessment or evaluation of academic supervision at SMAN 6 Karawang is to obtain facts from the field so that supervisors can make policies and achieve targets. From this assessment, we can determine whether the target has been achieved or not. The objectives of assessment in academic supervision activities include completeness of learning administration, mastery of material, appearance, teacher personality, class management, methods and media used for learning, as well as the teacher's teaching and learning process in the classroom.

By examining monitoring, supervision and evaluation reports, we can identify challenges and achievements in implementing school programs. The results of monitoring, supervision and evaluation serve as a useful guide in identifying and addressing deficiencies and difficulties in the implementation of school programs, which can lead to improved results. This is especially true for various aspects and indicators of education that can be directly monitored by schools. The challenges experienced by school principals in the evaluation process arise from the different assessment criteria set by each supervisor. Each supervisor has their own evaluation standards.

Principals utilize feedback from monitoring, supervision and evaluation to support and guide teachers and staff, as well as plan future school activities smoothly. In previous research by (Sasono & Istiqlaliyah, 2021) the feedback from educational supervision activities on teacher professionalism was that teachers became more aware of their strengths and weaknesses so that this became material for improvement.

In this scenario, it is very important for schools to consistently hold school community meetings with the presence of the School Committee to discuss the results of monitoring, supervision and assessment. The reports produced by the school's monitoring, supervision and evaluation process serve not only as updates on progress but also as a way for schools to be accountable to the wider community and the District Education Office. The results of monitoring, supervision and evaluation will provide valuable feedback for schools to consider.

Follow-up to The Education Supervision Program

It is hoped that the follow-up to the results of the implementation of educational supervision will have an impact on teachers and at the same time increase teacher professionalism in carrying out the learning process in schools.

Follow-up supervision involves reflection with students and colleagues, followed by consultation with the principal to obtain specific criticism and suggestions. This process aims to provide constructive input so that teachers can improve their performance and the quality of their learning. The school principal plays an important role in providing direction and suggestions for improvement.

SMAN 6 Karawang Principles has planned the following follow-up initiatives to improve teacher professionalism, in particular:

- Carrying out coaching. Based on the findings of the supervision analysis, these suggestions are applied to specific problems that need to be fixed now. The term "direct approach coaching" refers to supervisors who provide direct direction. As a result, supervisors have more influence.

- Holding a Subject Teacher Conference (MGMP). Teachers can take advantage of the activities of the Subject Teacher Deliberation Forum (MGMP) in directing students' educational experiences, utilizing technology-based learning resources, evaluating students' learning capacity, and creating lesson plans to be implemented.
- Organizing scientific seminars and workshops teaching. To assist educators in fulfilling their responsibilities, schools

Discussion

The act of carrying out educational supervision by school supervisors has the potential to increase teachers' understanding in order to improve their professional abilities. Apart from that, school supervisors have succeeded in involving experienced teachers as mentors in educational supervision. (Octaria Safitri et al., 2024). Keeping an eye on everything is very important to improve the way we carry out the teaching process. Supervision activities in schools are very important to improve the professional competence of both teachers and students. The principal has a significant impact on the performance of teachers. To improve the teaching process, it is important for a professional school principal to provide supervision. In order for teachers to enhance their personal and professional growth, it is essential to implement a variety of supervision service strategies and diverse school supervision techniques. (Sirojuddin et al., 2021)

School principals carry out various duties and responsibilities, not only as educators, but also as school managers and leaders. To develop strong relationships and facilitate all aspects within the school. The principal's role includes leading, educating, managing, innovating, and motivating. The principal's role involves educating, supporting teachers, and providing constructive guidance to assess their performance. In his role as supervisor, the principal actively contributes to improving and perfecting the teaching and learning system that has been established by the teachers. Principals monitor teachers' performance in their teaching assignments, research areas where teachers may need improvement, and conduct assessments. The principal reviews teacher performance by conducting surveys, observing classes, and carrying out routine assessments. The principal goes to the classroom to observe the teacher's work and improve the teaching system by conducting evaluations.

The principal, in his role as supervisor, must also have the qualities of an innovator and motivator for the teachers and staff under his guidance. Principals, as innovators, fulfill their responsibilities with dedication and accountability to inspire teachers to lead by example. School principals have the ability to model good behavior and support teachers in maintaining professionalism. Principals have the ability to motivate teachers, offer opportunities for their growth, and, in their role as innovators, they lead teachers through a variety of educational initiatives.

With various tactics, we can inspire teachers to continue fulfilling their roles and obligations as educators. In his role as a motivator, the principal's responsibilities include inspiring and encouraging teachers to consistently fulfill their duties with responsibility, fostering enthusiasm and accountability among colleagues, as well as providing encouragement and support to teachers, encouraging them to accept their role as educators and continue to strive for professional growth. (Huriaty et al., 2022)

In increasing professionalism, the leadership of a school principal is very

important. Leaders are tasked with guiding teachers through the learning journey. Regarding teaching, teachers need to prepare to become educators by first preparing their teaching materials. The principal's signature is required for approval of teaching materials here. A principal carefully reviews the site, not only signing off but also conducting an inspection to find deficiencies, after the madrasah principal's supervision and subsequent evaluation.

After the evaluation results, the principal provides guidance on areas that need improvement in the teaching process. In addition, the principal also provided valuable suggestions about alternative teaching approaches. Madrasah principals have taken steps to improve the quality of teaching by guiding teachers in designing learning programs according to its principles, helping them choose appropriate teaching methods for their students, and providing support in organizing activities inside and outside the classroom.

Not only that, the principal consistently provides suggestions regarding teaching resources. From annual programs to semester programs, and from syllabi and lesson plans prepared by teachers to minimum completion criteria (KKM) and other assessments carried out by teachers. In addition, the principal has taken additional steps to increase the professionalism of teachers. These efforts include implementing various programs and guiding teacher activities to achieve educational goals effectively. (Wibowo et al., 2022)

CONCLUSION

From the research that has been carried out, the following conclusions can be drawn, that SMAN 6 Karawang has implemented a comprehensive supervision system to improve the quality of learning and teacher professionalism. The educational supervision program also has an important role in increasing the professionalism of teachers at SMAN 6 Karawang. Through the educational supervision program, all teacher performance, services provided by all teachers and staff at SMAN 6 Karawang are observed and evaluated as a form of improvement to increase professionalism and improve the quality of services and learning provided by SMAN 6 Karawang. In implementing the educational supervision program, the school principal as supervisor uses several supervision techniques. Among them are individual techniques such as supervised teacher interviews, clinical supervision techniques. and also group supervision techniques. Even though there are still obstacles, such as limited facilities and infrastructure, efforts continue to be made to overcome this and strengthen supervision mechanisms. Thus, educational supervision at SMAN 6 Karawang has a positive impact on the school's development in achieving educational goals.

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