

Implementation of the Supervisory Function in Improving Teacher Competence at Madrasah Aliyah Modern Pesantren IMMIM Putera Makassar

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Abstract

This study aims to explore the supervisory strategies employed by madrasah supervisors to enhance teacher competence at Madrasah Aliyah Pesantren Modern IMMIM Putera Makassar. Adopting a qualitative case study approach, the research provides a contextual analysis of academic and managerial supervision practices, as well as supporting programs such as workshops, teacher training, and classroom visits. Data were collected through in-depth interviews, participatory observation, and document analysis and were thematically analyzed to identify effective patterns, practices, and contributions to professional development. Findings reveal that academic supervision supports teachers in understanding student characteristics, designing contextual learning, and implementing innovative instructional models such as Discovery Learning and Project-Based Learning. Managerial supervision contributes to strengthening institutional governance through the digitalization of teaching documents, collaborative forums such as teacher working groups (MGMP), and consistent supervisory visits that enhance continuous monitoring and evaluation. Moreover, participatory development programs allow teachers to improve their pedagogical and professional competence within reflective and collaborative environments. The study underscores the importance of integrating structural and humanistic approaches in supervisory practices. The active involvement of supervisors in various forms of teacher development fosters a professional climate that supports sustained improvements in teaching quality and institutional performance. This research offers empirical insights to reinforce supervisory models based on contextual needs and provides a foundation for future policy development regarding teacher coaching in Islamic educational institutions.

Keywords: Supervisory function; teacher competence; Islamic Boarding School

Introduction

Education supervisors, especially functional supervisors, have a strategic role in fostering teacher professionalism in efforts to improve the quality of education.¹² The duties and responsibilities of education supervisors are regulated by the Minister of PAN and RB Regulation Number 21 of 2010. In this regulation, madrasah supervisors are required to carry out academic and managerial supervision, provide guidance on the eight National Education Standards (SNP), and organize professional training for teachers.³

Adequate educational supervision has a positive correlation with improving teacher competence.⁴ Research conducted by Erfy Melany Lalupanda shows that supervision carried out sustainably and constructively can improve teacher performance, both in the aspects of planning, implementation, and evaluation of learning. In the context of madrasah, the role of supervisors is becoming increasingly crucial, given the challenges faced in bridging Islamic values and educational modernity.

Madrasah, as an Islamic educational institution, has played an essential role in the history of Islamic civilization and is now expected to be able to revitalize its role amid the dynamics of globalization and technology.⁵ Madrasah Aliyah, including those under the auspices of modern pesantren, such as IMMIM Putera Makassar, have a double challenge in maintaining Islamic identity while improving academic quality. For this reason, structural support from the supervisory system is key in ensuring that madrasahs not only survive but also develop significantly.⁶

¹ Izzuddin Izzuddin, "Peran Pengawas Dalam Meningkatkan Profesionalisme Guru," *SINAU: Jurnal Ilmu Pendidikan Dan Humaniora* 6, no. 2 (2020): 73–86.

² Aguslani Mushlih and Rudi Ahmad Suryadi, "Supervisi Pendidikan Teori Dan Praktik," *Bandung: PT. Remaja Rosdakarya*, 2018.

³ Ira Kencana, Muh Jamal Amin, and Sri Listyarini, "Kinerja Pengawas Sekolah Dalam Pelaksanaan Supervisi Pendidikan Pada Sekolah Dasar Di Kecamatan Tanjung Redeb Kabupaten Berau," *Jurnal Ilmiah Muqoddimah: Jurnal Ilmu Sosial, Politik, Dan Humaniora* 7, no. 2 (2023): 461–70.

⁴ Erfy Melany Lalupanda, "Implementasi Supervisi Akademik Untuk Meningkatkan Mutu Guru," *Jurnal Akuntabilitas Manajemen Pendidikan* 7, no. 1 (2019): 62–72.

⁵ Ach Sayyi, Abdul Gaffar, and Shofiyatun Nisak, "TRANSFORMATION OF ISLAMIC RELIGIOUS EDUCATION: AN ANALYSIS OF THE IMPLEMENTATION OF THE INDEPENDENT CURRICULUM IN CLASS VII SMPN 3 PAMEKASAN," *Molang: Journal Of Islamic Education* 1, no. 02 (2023): 15–28.

⁶ Ach Sayyi et al., "Management Model of Kitab Kuning Reading Acceleration Program at Mambaul Ulum Islamic Boarding School, Bira Timur Sampang," *FIKROTUNA: Jurnal Pendidikan Dan Manajemen Islam* 13, no. 01 (2021).

Madrasahs still face a number of problems, such as limited human resources, lack of professional training, and inadequate internal managerial systems. Under these conditions, supervisors play a role as facilitators of change who can initiate teacher capacity building and comprehensive institutional management.

A number of previous studies have shown the effectiveness of the supervisory function in improving the quality of teachers in the Islamic education environment.⁷⁸ The utilization of technology in the supervision process is also an important dimension that has been studied.⁹ Nevertheless, various challenges were also found in the implementation of supervisory functions in the field.¹⁰

Departing from the results of the study, this research is directed to explore in depth how the implementation of the supervisory function is carried out in the context of Madrasah Aliyah in a modern pesantren environment, which has distinctive institutional and cultural characteristics. The primary focus is on Madrasah Aliyah of Modern Pesantren IMMIM Putera Makassar, as one of the modern Islamic education institutions that combines the national curriculum approach with the Islamic value-based boarding school system. Thus, this research is expected to provide theoretical and practical contributions in developing a contextual and effective supervision model to improve teacher competence in a pesantren-based madrasah environment.

Research Methodology

This research uses a qualitative approach with a case study type,¹¹ which focuses on deepening the coaching strategies of madrasah supervisors in improving teacher competence. This approach was chosen because it allows researchers to understand the phenomenon as a whole, contextually and in-depth. Madrasah Aliyah Pesantren Modern

⁷ Norjani Norjani, M Saleh, and K Ahmad, "Implementation of Supervisor Academic Supervision in Increasing the Pedagogic Competence of Islamic Religious Education Teachers," *Journal of Advances in Education and Philosophy*, 2022, <https://doi.org/10.36348/jaep.2022.v06i02.006>.

⁸ Yanti Nurdyanti et al., "Humanistic Approach in Supervision and Evaluation of Islamic Religious Education," *Nidhomul Haq : Jurnal Manajemen Pendidikan Islam*, 2021, <https://doi.org/10.31538/ndh.v6i3.1753>.

⁹ Mahmudah Syams, Fathurrahman Fathurrahman, and Ahmad Arifin, "Supervision to Improve the Professional Competence of Arabic Language Teachers at the Islamic Boarding School," *Jurnal Al-Maqayis*, 2023, <https://doi.org/10.18592/jams.v10i2.8656>.

¹⁰ Misnani Misnani, Kasinyo Harto, and Saipul Annur, "Implementation of the Duties and Functions of Supervisors of Islamic Religious Education at the Senior High School Level in Palembang City," *AL-ISHLAH: Jurnal Pendidikan*, 2023, <https://doi.org/10.35445/alishlah.v15i2.3032>.

¹¹ Robert K. Yin, *Studi Kasus: Desain Dan Metode* (Jakarta: Rajawali Pers, 2015).

IMMIM Putera Makassar was selected as the research location because it is an educational unit that actively runs coaching programs through academic and managerial supervision, as well as various activities to support teacher professionalism.

Data were collected through in-depth interviews with supervisors, madrasah heads, and teachers, accompanied by direct observation of supervision practices and documentation of coaching activities. These techniques were used in an integrated way to obtain rich and relevant information. Interviews explored the actors' understanding and experience, observations captured the dynamics of supervision activities in the field, and documentation supported the validity of information through program archives, activity reports, and learning documents.¹²

Data analysis was conducted thematically, starting by reducing field data, grouping information into central themes, and interpreting meaning based on relevant theoretical frameworks. Validity of findings is maintained through triangulation of techniques and data sources and transparent and contextual data presentation. With this approach, the research is expected to authentically describe the practice of supervisory coaching while contributing to the development of policies and practices of educational supervision in madrasah.

The Strategic Role of Madrasah Supervisors in Ensuring Education Quality

The position of madrasah supervisor is a functional position that formally has strategic duties and responsibilities in ensuring the quality of education through academic and managerial supervision activities in madrasah education units. In the regulations stipulated by the Ministry of Religious Affairs of the Republic of Indonesia, madrasah supervisors are positioned as functional technical implementers in the field of supervision, with a scope of work that includes the preparation of supervision programs, coaching, monitoring, assessing, and professional guidance for teachers and madrasah heads (Ministry of Religious Affairs of the Republic of Indonesia, 2020).¹³ In Makassar City, empirical conditions show an imbalance between the workload and the number of supervisory personnel. There are only seven supervisors for the Madrasah Aliyah (MA)

¹² Namirah Adelliani, Citra Afny Sucirahayu, and Azmiya Rahma Zanjabila, *Analisis Tematik Pada Penelitian Kualitatif* (Penerbit Salemba, 2023).

¹³ Supartilah Supartilah and Pardimin Pardimin, "Peran Kepala Sekolah Di Era Revolusi Industri 4.0 Dalam Meningkatkan Mutu Pendidikan," *Media Manajemen Pendidikan* 4, no. 1 (2021): 138–49.

level, while the ideal workload determined by the government is to supervise a minimum of seven schools and 20 teachers per supervisor. In reality, some supervisors have to supervise up to 15 madrasahs with far more than the minimum number of teachers. This condition poses challenges in the implementation of subject-based supervision, so the supervisory approach is more directed at managerial and generalistic aspects.

This finding confirms Yunis Hidayati's analysis that one of the challenges in implementing educational supervision in Indonesia is the imbalance of workload, which has a direct impact on the quality of supervisory interventions.¹⁴ In addition, the additional burden carried by supervisors, such as being a resource person or developer at the Ministry of Religious Affairs, also adds to the complexity of their functional duties.

From the observation and interview data obtained, it is known that madrasah supervisors continue to carry out their supervisory functions by regulatory provisions, such as preparing annual and semester programs, conducting field visits, guiding teachers in developing lesson plans, and reporting evaluation results to related agencies.¹⁵

Furthermore, a comparison between the main tasks and implementation in the field shows that madrasah supervisors adapt to work realities while maintaining the integrity of the implementation of supervisory functions.¹⁶

Efforts to Strengthen Teacher Competence and Learning Quality

Academic supervision is a coaching strategy that focuses on improving the quality of learning through providing technical assistance to teachers.¹⁷ Its essence does not lie in performance assessment alone but rather in developing teachers' professional capacity for designing, implementing, and evaluating the learning process effectively. Academic supervision enables teachers to better understand learners' characteristics, design contextualized learning, and encourage optimal student potential development.

The findings of this study indicate that teachers at Madrasah Aliyah Pesantren Modern IMMIM Putera Makassar have shown a good understanding of students'

¹⁴ Yunis Hidayati and Nik Haryanti, "Implementasi Kebijakan Pengawas Dalam Meningkatkan Kinerja Kepala Man 2 Tulungagung," *Jurnal Riset Rumpun Ilmu Pendidikan* 1, no. 1 (2022): 76–89.

¹⁵ Thomas J Sergiovanni, *The Principalship: A Reflective Practice Perspective*. (ERIC, 1987).

¹⁶ Ronald Abadian Heifetz, Alexander Grashow, and Martin Linsky, *The Practice of Adaptive Leadership: Tools and Tactics for Changing Your Organization and the World* (Harvard business press, 2009).

¹⁷ Carl D Glickman, Stephen P Gordon, and Jovita M Ross-Gordon, *Supervision and Instructional Leadership: A Developmental Approach* (ERIC, 2001).

characteristics. They can adapt learning methods to students' diverse learning styles, such as visual, auditory, and kinesthetic.¹⁸

Good lesson planning is reflected in the teacher's ability to develop adaptive and innovative lesson plans.¹⁹ The lesson plans reflect the use of various active learning approaches, such as *Discovery Learning* and *Project-Based Learning*, which have been proven effective in improving student participation and learning outcomes. Teachers are also encouraged to become motivators and nurturers of student talents through extracurricular activities and special talent programs.²⁰ The academic supervision strategy implemented in this madrasah not only functions as a control tool but also as a means of empowering teachers to carry out meaningful learning.²¹

Managerial Supervision: Optimizing the Function of Educational Organizations

Managerial supervision is a form of coaching that focuses on aspects of educational institution management, including administration, human resource management, and curriculum policies.²² The observation results show that managerial supervision conducted at Madrasah Aliyah Pesantren Modern IMMIM Putera Makassar has been running effectively. One of the indicators is an efficient and collaborative lesson plan management system. The practice of storing lesson plans in digital form is a form of adaptation to logistical challenges and budget efficiency. On the other hand, teacher collaboration in the MGMP forum also encourages the preparation of better learning tools based on the madrasah's contextual needs.²³

The consistent frequency of supervisor visits (2-3 times per semester) strengthens the coaching and monitoring process in the field.²⁴ According to Yahya Anuli's research, high supervision intensity directly contributes to improving administrative compliance

¹⁸ Carol Ann Tomlinson, *The Differentiated Classroom: Responding to the Needs of All Learners* (Ascd, 2014).

¹⁹ Ari Septian et al., "Mathematical Problem Solving Ability and Student Interest in Learning Using Google Classroom," in *Prosiding International Conference on Education of Suryakencana*, vol. 1, 2021, 155–61.

²⁰ L Vygotsky and M Cole, "Learning and Social Constructivism," *Learning Theories for Early Years Practice*. UK: SAGE Publications Inc, 2018, 68–73.

²¹ Rika Dwi Putri et al., "The Impact of Principal Academic Supervision on Teacher Professionalism," *PPDP International Journal of Education* 1, no. 2 (2022): 185–95.

²² sodiq purwanto setyo hartanto, "Supervisi Dan Penilaian Kinerja Guru" (Jakarta: Direktorat Jenderal Guru dan Tenaga Kependidikan, 2008), https://repositori.kemdikbud.go.id/15035/1/08.-Supervisi-dan-PK-Guru_26042019.pdf.

²³ setyo hartanto.

²⁴ Yahya Anuli, "Hubungan Intensitas Supervisi Akademik Pengawas Terhadap Kinerja Guru PAI SD," *Al-Minhaj: Jurnal Pendidikan Islam* 1, no. 2 (2019): 160–73.

and the effectiveness of managing educational institutions. This also proves that managerial supervision has a vital role in building madrasah governance that is accountable and responsive to the dynamics of education.

Teacher Competency Support Program in Madrasah Supervisory Coaching

In addition to academic and managerial supervision strategies, madrasah supervisors also play an essential role in initiating and facilitating various supporting programs aimed at improving teachers' professional competencies. These programs are generally focused on improving teachers' pedagogical, experience, and social competencies through participatory and collaborative approaches. In the context of Madrasah Aliyah Pesantren Modern IMMIM Putera Makassar, this coaching support program is manifested in the form of workshops, teacher training, and classroom visits, which have proven to have a significant impact on improving teaching quality.

1. Workshop: Interactive Media to Improve Teachers' Pedagogical Competence

Workshop activities are among the most effective forms of coaching conducted by madrasah supervisors. They provide an interactive space to share best practices, discuss, and reflect on obstacles to learning. Workshops are not only a means of improving competence but also a mechanism for *peer learning* between teachers and supervisors.

According to Guskey, the effectiveness of professional development through workshops is highly dependent on the active involvement of participants and the relevance of the material to teachers' practical needs.²⁵ In practice at Madrasah Aliyah IMMIM Putera Makassar, workshops are a forum for delivering educational policy updates, strengthening work motivation, and developing innovative learning methods that are adaptive to the needs of the times. The observation shows that the workshop encourages teachers' critical reflection in developing lesson plans and implementing active learning strategies.

2. Teacher Training: Strengthening Professional Roles in the Learning Process

Structured teacher training conducted by madrasah supervisors is an integral part of the *continuous professional development* process. This training focuses on

²⁵ Thomas R Guskey, "Planning Professional Learning," *Educational Leadership* 71, no. 8 (2014).

improving teachers' abilities in three domains: lesson planning, implementation of teaching and learning activities, and evaluation of learning.

Task-based teacher training, as implemented in this madrasah, is consistent with the in-service training model suggested. This model focuses on classroom practice and the direct link between training materials and teachers' daily experiences. Such training enables teachers to develop pedagogical creativity, apply educational technology, and improve formative and summative assessments appropriately.²⁶

3. Classroom Visits: A Contextualized Observation-Based Coaching Technique

Classroom visits are an observation-based coaching strategy conducted by supervisors to obtain authentic data related to the implementation of learning in the classroom. In the context of Madrasah Aliyah Pesantren Modern IMMIM Putera Makassar, classroom visits are conducted on a scheduled basis in the context of monitoring and evaluating the implementation of the 8 National Education Standards (SNP).

This activity provides an opportunity for supervisors to provide direct feedback to teachers, both verbally and in writing, regarding their teaching practices. According to Linda A Reddy, a practical classroom observation should be followed by joint reflection and discussion of the development of teaching practices.²⁷

Conclusion

The implementation of academic and managerial supervision by madrasah supervisors has proven to be an effective instrument in improving the quality of learning and management of educational institutions. Through academic supervision, teachers are able to show improvement in understanding the characteristics of students, designing contextualized learning, and developing students' potential more optimally. This ability is reflected in the preparation of adaptive lesson plans, the application of innovative learning methods such as *Discovery Learning* and *Project-Based Learning*, and teachers'

²⁶ Faisol Faisol, Budi Santoso, and Nailah Amaliya, "Implemetasi Full Day School Terhadap Pembentukan Moral Siswa SMP Plus Nurul Hikmah Pamekasan," *Molang: Journal Of Islamic Education* 1, no. 01 (2023): 10–26.

²⁷ Linda A Reddy, Christopher M Dudek, and Adam Lekwa, "Classroom Strategies Coaching Model: Integration of Formative Assessment and Instructional Coaching," *Theory Into Practice* 56, no. 1 (2017): 46–55.

active participation in student potential development programs through intracurricular and extracurricular activities.

On the other hand, regular managerial supervision contributes to building more efficient and collaborative madrasah governance. Organized administrative practices, such as digitalization of learning documents and synergy through MGMP forums, show the madrasah's adaptation to the needs of the times. The consistent frequency of supervisor visits also strengthens the monitoring and evaluation function while ensuring comprehensive implementation of the national education standards.

Supervisors' commitment to teacher development is not limited to routine supervision but also through supporting programs such as workshops, training, and classroom visits. These programs provide a participatory space for teachers to strengthen pedagogical and professional competencies on an ongoing basis. Workshops are interactive spaces that encourage the exchange of experiences and motivation, while classroom practice-oriented training strengthens teachers' technical skills in the learning process. Classroom visits as an observation-based approach also become a means of reflection that encourages direct improvement in learning practices.

Overall, the coaching strategy carried out by madrasah supervisors in Madrasah Aliyah Pesantren Modern IMMIM Putera Makassar shows a strong synergy between the structural approach and the humanistic approach in developing the quality of education. The active involvement of supervisors in various forms of coaching has created a professional work climate that supports the growth of teacher competence and the strengthening of quality-based madrasah governance.

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