

School Principal's Efforts To Improve Teacher Performance Through Clinical Supervision At MAN 1 Bojonegoro, East Java, Indonesia

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Abstract.

Clinical supervision is professional human assistance provided to teachers who experience problems in learning so that the teacher concerned can overcome the problem by taking systematic steps including the planning stage, the observation stage of teacher teaching behavior, as well as the behavior analysis and follow-up stages. The aim of the research is to determine the school principal's efforts to improve teacher performance through clinical supervision at MAN 1 Bojonegoro, East Java, Indonesia. The research design that will be carried out is using school action research (SAR). The method uses data collection through observation, field notes and documentation. The data analysis techniques used are: (1) data reduction, (2) data presentation, (3) drawing conclusions. The results of the research are: the principal's efforts through clinical supervision carried out on teachers can improve teacher performance as evidenced by the increase in teacher performance from the beginning before the action was 58.2%, after the first cycle action it was 70.1%, and after the second cycle action it increased again to 83.7%. The results of clinical supervision action research on high class teachers were proven to provide an increase in teacher performance which in turn had an impact on improving student learning outcomes.

Keywords: School Principal, Teacher Performance and Clinical Supervision.

I. INTRODUCTION

Teachers are a very dominant component of education in improving the quality of education. This is because teachers are people who are directly involved in the learning process at school. In order for the learning process to be quality, the teachers must also be qualified and professional (Huseyinli et al., 2014). In addition, teachers are closely related to the quality of school graduates. It turns out that the quality level of teachers is seen as a cause of the quality level of school output. Therefore, the teacher resource profession needs to continue to grow and develop in order to be able to carry out its functions professionally. One way to develop teacher resource capabilities is supervision. In addition, teachers are closely related to the quality of school graduates. It turns out that the quality level of teachers is seen as a cause of the quality level of school output. Therefore, the teacher resource profession needs to continue to grow and develop in order to be able to carry out its functions professionally. One way to develop teacher resource capabilities is supervision. The principal as the highest authority in the school must understand educational needs, especially for the implementation of supervision. All teacher needs including teaching and curriculum are the center of the principal's attention to obtain maximum results from teaching and learning activities (KBM), therefore principals need to understand the basics of supervision, both clinical supervision and educational supervision. Supervision generally aims to help teachers improve the quality of teaching.

This activity usually still poorly understood by school principals where the supervision carried out is actually looking for basic teacher mistakes. Therefore, school principals need to pay attention to the basis of supervision that has been planned, not only as a formality for the substance of education but also as the main goal in implementing school quality (Wahyudin, 2020). In your position as a school principal, it is very important to properly understand the basics required by teachers for the implementation of supervision. This concerns the supervision method used, namely clinical supervision. Clinical supervision is a type of supervision carried out by school principals on teachers. This type of supervision is professional assistance provided systematically to teachers based on the teacher's needs with the aim of developing teachers and increasing teacher professionalism in carrying out the teaching and learning process. Many teachers

experience difficulties or problems in conduct learning in the subjects they teach. These difficulties can be caused by the characteristics of the subject so that it is difficult for teachers to understand or difficulties in methodological technical aspects so that the teaching material is not understood by students (Mastur & Haryanti, 2022). Supervision carried out by school supervisors on teachers is an effort to help teachers overcome the problems they experience in order to improve the quality of learning.

The school principal as clinical supervisor, apart from being responsible for clinical supervision tasks, must also carry out accountability for these tasks (Mastur et al., 2022). This means that if responsibility is an effort to ensure that what is assigned to him can be completed properly within a certain time, then accountability must exceed that obligation. Accountability is the condition of a person who is assessed by other people because of the quality of his performance in completing the goals for which he is responsible. In other words, the success of clinical supervision in achieving teacher professionalism is very dependent on the extent of the school principal's level of accountability. To achieve a high level of accountability in carrying out clinical supervision, school principals need knowledge and skills about clinical supervision itself. It is hoped that clinical supervision will play an active role in improving teachers' performance, because even though teachers have received education which is a pedagogical requirement, teachers still need education to improve their profession (professional growth), especially for teachers who are already working (service education). One way to make this happen is through clinical supervision, which is expected to increase teacher professionalism. Many teachers experience problems or difficulties in carrying out learning in the subjects they teach.

These difficulties can be caused by the characteristics of the subject so that it is difficult for teachers to understand or difficulties in the technical aspects of the methodology so that the teaching materials are not well understood by students. Clinical supervision conduct by school supervisors on teachers is an effort to help teachers overcome the problems they experience in order to improve the quality of learning. This research is supported by research conducted by Lestaris (2019) in this research, school principals in conduct clinical supervision are able to improve teachers' performance better and school principals as implementers of clinical supervision must understand and have strategies that are able to provide change for teachers. Clinical supervision is professional human assistance provided to teachers who experience problems in learning so that the teacher concerned can overcome the problem by taking systematic steps including the planning stage, the observation stage of teacher teaching behavior, as well as the behavior analysis and follow-up stages. The strategies used by school principals to improve teacher performance are monitoring, inspection, assessment and improvement. Teacher performance must be improved and prioritized.

II. METHODS

The approach used in this research is a qualitative descriptive approach. Where the technique of analyzing qualitative data is done by examining all the data, reducing the data, interpreting the data, and providing meaning to the results. The method used in this research is the School Action Research (SAR) method. This means that this research was carried out because problems were found that occurred, namely the lack of teacher ability in using learning media, lack of teacher awareness in using learning media, not optimal use of learning media, from the results of identifying problems that emerged, the researcher will limit the problems that were indicated by the researcher as the root of the problem of all The problem identified is that teachers do not optimize the use of learning media. This problem was followed up by implementing a coaching model for teachers in the form of implementing rewards and punishments carried out by the school principal, these activities were observed and then analyzed and reflected on. The revised results are then applied back to the cycles. In accordance with the type of classroom action research, this research uses work procedures with a spiral cycle of preparation, implementation, observation and reflection (Fitri & Haryanti, 2020).

With each cycle the researcher will carry out activities starting with planning, then taking action, observing the action, and ending with reflection. The research subjects were teachers at MAN 1 Bojonegoro. Clinical supervision is professional human assistance provided to teachers who experience problems in learning so that the teacher concerned can overcome the problem by taking systematic steps including the

planning stage, the observation stage of the teacher's teaching behavior, as well as the behavior analysis and follow-up stages. The strategies used by school principals to improve teacher performance are monitoring, inspection, assessment and improvement. Teacher performance must be improved and prioritized. Because, teacher can improve and develop the quality and potential of students. Based on the data and data sources required, the data collection procedure uses observation. The process of analyzing research data is guided by the steps of qualitative research data analysis. The analysis steps consist of three activity flows that occur simultaneously, namely: (1) data reduction, (2) data presentation, (3) drawing conclusions (Moleong, 2013).

III. RESULT AND DISCUSSION

Result

This research is action research in the form of clinical supervision of high-class teachers at MAN 1 Bojonegoro, which was carried out in two cycles. The research results are presented as follows:

1. The Description of Initial Condition

The results of the initial reflection on the performance of high-class teachers at MAN 1 Bojonegoro before action was taken in cycle I, it was found that the level of teacher performance based on the results of the percentage of the teacher's learning planning component was relatively lower than the implementation component, this shows that teachers are not very good at planning their learning. The percentage of teacher's performance in the learning planning component includes: (1) Formulation of learning objectives was 60.0%, (2) selection and organization of teaching materials was 60.0%, (3) selection of learning resources/learning media was 50.0%, (4) learning methods was 50.0%, and (5) plans for assessing learning outcomes was 50.0%, from this data it appears that teachers do not plan enough in selecting learning resources/learning media because the percentage is quite small, only reaching 50.0%. In the learning implementation component, the average percentage of performance scores in each aspect is:

(1) Pre-learning at 50.0%, (2) opening the lesson at 50.0%, (3) core learning activities which include: (a) material mastery was 62.5%, (b) approach/strategy was 62.5%, (c) utilization of learning resources was 50.0%, (d) management of student learning was 62.5%, (e) processes and results learning was 50.0%, (f) language use was 75.5%, and (4) closing was 62.5%. From this data, the lowest is the teacher's performance in utilizing learning resources, which is relatively low, only 50.0%, and also in the assessment process and learning outcomes section, 50.0%. This generally means that teachers at the end of the learning session do not provide reflection or make summaries that involve students, and provide less follow-up directions, activities to increase the enrichment of the material taught to students. Utilization of learning resources is relatively less, media that can be used for learning is relatively less widely used.

2. The Description of First Cycle Result

a. Preparation

In the preparatory activities, lesson plans were made by high-class teachers. The aim of this activity is a way to conduct creative, fun, innovative, and active learning. Teachers are expected to teach by implementing creative and fun innovative active learning. This is then continued with an evaluation regarding the implementation of the learning, to evaluate the weaknesses and strengths in the implementation of the learning. Then continued with activities for making learning preparations such as Lesson Plan (RPP), preparing learning tools and materials, and evaluation tools.

b. Implementation

At this stage, high-class teachers implemented learning activities according to the RPP that the class teachers have made together. One of the class teachers with the initial name as NST carried out the learning which was observed collaboratively between the Principal and MNT. After the learning was completed, a review of the learning that had been carried out by KLM was carried out according to the results of the observations of 2 observers. Then on a different date, teaching was carried out in class V by MNT which was observed by the Principal and NST. Then a review of the learning implementation is carried out as in the first learning activity. Then on a different date, learning was carried out in class IV by KLM which was observed by the Principal and NST. Then a review of the learning implementation is carried out as in the first learning activity.

c. Observation

Observation activities regarding the implementation of learning are carried out collaboratively between the School Principal and subject teachers. At the time of NST conduct the learning activities then observing the School Principal and MNT. Meanwhile, when KLM conduct the learning activities, the Principal and NST observe it. And when MNT conduct the learning activities, it is observed by the School Principal and NST. Also, when NST conduct the learning activities, it is observed by the School Principal and KLM.

d. Reflection

The results of the initial reflection on the performance of high-class teachers at MAN 1 Bojonegoro after taking action in first cycle, obtained the level of teachers' performance as presented in the following table.

Table 1. Percentage of Class Teacher's Performance as a result of First Cycle Actions

	Aspects of Teacher Performance	Average Score	Ideal Score	% Average Score
Lesson Plan Components				
I	Formulation of Learning Objectives	3,5	5	75,0%
II	Selection and Organization of Teaching Materials	3,5	5	75,0%
III	Selection of Learning Resources/Learning Media	3	5	60,0%
IV	Learning Methods	3,5	5	75,0%
V	Assessment of Learning Outcomes	3,5	5	75 ,0%
	Total	17	25	68,0%
Learning Implementation Components				
I	Pre-Learning	2,5	4	62,5%
II	Open the Learning Activity	2,5	4	62,5%
III	Core Learning Activity			
	a. Material Mastery	3	4	75,0%
	b. Approach/Strategy	3	4	75,0%
	c. Utilization of Learning Resources	3	4	75,0%
	d. Management of Students' Learning	3	4	75,0%
	e. Learning processes and Outcomes Assessment	3	4	75,0%
	f. Language Usage	3	4	75,0%
IV	Closing	3	4	75,0%
	Total	26	36	72,2%
Total				70,1%

From the table above, it can be seen that the performance of class teachers at MAN 1 Bojonegoro after clinical supervision was carried out, the percentage of performance scores increased from 58.2% to 70.1%. The percentage category of teacher performance is included in the poor category. The percentage of all aspects increased with the following percentage results: the learning planning component from 58.0% to 68.0% and the learning implementation component from 58.3% to 72.2%. It appears that the teacher learning planning component has improved, which has had an even greater impact on implementation, however this still shows that teacher preparation before teaching is still lower than its implementation. The percentage of teacher's performance in each component of learning planning as a result of cycle I is: (1) formulation of learning objectives at 75.0%, (2) selection and organization of teaching materials at 75.0%, (3) selection of learning resources/learning media at 60.0%, (4) learning methods at 75.0%, and (5) plans for assessing learning outcomes at 75.0%, from these data it appears that teachers in planning the selection of learning resources/learning media because the percentage is still the smallest reached 60.0%. In the learning implementation component, the average percentage of performance scores from cycle I in each aspect was obtained:

(1) Pre-learning was 62.5%, (2) opening the lesson was 62.5%, (3) core learning activities which included: (a) mastery of material was 75.0%, (b) approach/strategy was 75.0%, (c) utilization of learning resources was 75.0%, (d) management of student learning was 75.0%, (e) learning process and outcomes assessment was 75.0%, (f) language use was 75.0%, and (4) closing was 75.0%. From this data, the lowest level is that teachers' performance in utilizing learning resources has increased quite well, reaching 75.0%, this shows that teachers have been able to utilize learning resources so that students can be more optimal in

their learning. The relatively lowest aspect of the results of cycle I in the implementation of learning is managing student learning, namely learning that triggers and maintains student involvement, fosters active participation of students through interaction between teachers, students and learning resources, responds positively to student participation, shows an open attitude towards students' responses, showing conducive interpersonal relationships, and fostering students' joy and enthusiasm in learning.

3. The Description of Second Cycle Result

a. Preparation

In the preparatory activities in second cycle, namely the activities of making learning preparations such as Lesson Plan (RPP), preparing learning tools and materials, and evaluation tools. With the improvements made to the deficiencies that still exist in first cycle activities, the preparations for second cycle are felt to be more stable and perfect compared to the preparations for first Cycle.

b. Implementation

At this stage, high-class teachers conduct the lesson according to the lesson plan that has been created jointly. One of the Class XII teachers named in initial as NST conduct the lessons in class XII which were observed collaboratively between the School Principal and MNT. After the lesson was completed, a review of the learning that had been conducted by NST was carried out according to the results of the observations of 2 observers. Then on a different date, teaching was carried out in class XI by MNT which was observed by the School Principal and NST. Then a review of the learning implementation is conducted as in the first lesson activity. Then on different date, lesson was conducted in class X by KLM which was observed by the School Principal and NST. Then a review of the learning implementation is conducted as in the first learning activity. Then a review of the implementation of learning is conducted as in the second learning activity.

c. Observations

At this stage, the high-class teachers carry out learning according to the lesson plan that the Economics Teachers have created together. One of the Class Teachers named NST carried out Economics learning in class. Then on a different date, teaching was conducted in class XI by MNT which was observed by the School Principal and NST. Then a review of the learning implementation conducted as in the first learning activity. Then on a different date, learning was conducted in class X by KLM which was observed by the Principal and NST. Then a review of the learning implementation is carried out as in the first learning activity. Then a review of the implementation of learning conducted as in the second learning activity.

d. Reflection

The results of the reflection on the performance of high-class teachers at MAN 1 Bojonegoro after taking action in second cycle, obtained the level of teacher's performance as presented in the following table. The results of the reflection on the results of the actions in first cycle are then used as basis for carrying out clinical supervision of the MAN 1 Bojonegoro high-class teachers. At the next stage, the supervision helps teachers to identify deficiencies from planning to implementation of learning that they faced. Furthermore, teachers are given directions that are more operational and easy to implement with an effort to make learning easier for students. Individual supervision actions were conducted, based on the results of observations that the problems faced by each teacher were relatively same, namely teachers were still weak to innovate in preparing learning resources and media, generally teachers were stuck in the learning routine they conduct. Furthermore, each teacher is advised to increase innovation in using learning media and learning resources, so that in conveying learning material it is easily accepted and shared by students. The results of the performance test after taking action in second cycle were obtained as in table 2.

Table 2. Percentage of Class Teacher's Performance as a result of Second Cycle Actions

	Aspects of Teacher Performance	Average Score	Ideal Score	% Average Score
Lesson Plan Components				
I	Formulation of Learning Objectives	4,5	5	90,0%
II	Selection and Organization of Teaching Materials	4,5	5	90,0%
III	Selection of Learning Resources/Learning Media	4	5	80,0%
IV	Learning Methods	4	5	80,0%
V	Assessment of Learning Outcomes	4	5	80,0%
	Total	21	25	84,0%

Learning Implementation Components				
I	Pre-Learning	4	4	100,0%
II	Open the Learning Activity	4	4	100,0%
III	Core Learning Activity			
	a. Material Mastery	3	4	75,0%
	b. Approach/Strategy	3	4	75,0%
	c. Utilization of Learning Resources	3	4	75,0%
	d. Management of Students' Learning	3	4	75,0%
	e. Learning processes and Outcomes Assessment	3	4	75,0%
	f. Language Usage	3	4	75,0%
IV	Closing	4	4	100,0%
	Total	30	36	83,3%
Total				83,7%

From table 2, it can be seen that the performance of high-class teachers after clinical supervision showed that the percentage of performance scores increased from 70.1% to 83.7%. The percentage category of teacher performance included in the good category. The percentage of all aspects increased with the following percentage results: the learning planning component from 68.0% to 84.0% and the learning implementation component from 70.1 to 83.3%. It appears that the teacher's lesson plan component improved much more, which has an impact on its implementation even more. The percentage of teachers' performance in lesson plan is relatively the same or even higher than the percentage of teachers' performance in implementation. The percentage of teacher performance in each component of lesson plan as a result of cycle II is:

(1) formulation of learning objectives at 90.0%, (2) selection and organization of teaching materials at 90.0%, (3) selection of learning resources/learning media at 80.0%, (4) learning methods at 80.0%, and (5) plans for assessing learning outcomes at 80.0%, from these data it appears that teachers have been able to plan the selection of learning resources/learning media with a performance percentage reaching 80, 0%. In the learning implementation component, the average percentage of performance scores from first cycle in each aspect was obtained: (1) Pre-learning was 100.0%, (2) opening the lesson was 100.0%, (3) core learning activities which included: (a) material mastery was 75.0%, (b) approach/strategy was 75.0%, (c) utilization of learning resources was 75.0%, (d) management of student learning was 75.0%, (e) learning process and outcomes assessment was 75.0%, (f) language use was 75.0%, and (4) closing was 100.0%. From this data, the lowest is the teacher's performance in utilizing learning resources. There has been a very good increase reaching 83.7%, this shows that teachers have been able to utilize learning resources so that students can be more optimal in their learning.

Discussion

Furthermore, the results of the final reflection can be seen in a clearer increase in teacher performance from the initial test, cycle I, and cycle II which can be described as in the following table.

Table 3. Percentage of High-Grade Teachers' Performance Result from Initial Condition, First Cycle and, Second Cycle

	Teachers' Performance Aspects	% Kinerja		
		Initial	First Cycle	Second Cycle
Lesson Plan Components				
I	Formulation of Learning Objectives	60,0%	75,0%	90,0%
II	Selection and Organization of Teaching Materials	60,0%	75,0%	90,0%
III	Selection of Learning Resources/Learning Media	50,0%	60,0%	80,0%
IV	Learning Methods	50,0%	75,0%	80,0%
V	Assessment of Learning Outcomes	50,0%	75,0%	80,0%
	Total	58,0%	68,0%	84,0%
Learning Implementation Components				
I	Pre-Learning	50,0%	62,5%	100,0%
II	Open the Learning Activity	50,0%	62,5%	100,0%
III	Core Learning Activity			
	a. Material Mastery	62,5%	75,0%	75,0%
	b. Approach/Strategy	62,5%	75,0%	75,0%

	c. Utilization of Learning Resources	50,0%	75,0%	75,0%
	d. Management of Students' Learning	62,5%	75,0%	75,0%
	e. Learning processes and Outcomes Assessment	50,0%	75,0%	75,0%
	f. Language Usage	75,0%	75,0%	75,0%
IV	Closing	62,5%	75,0%	100,0%
	Total	58,3%	72,2%	83,3%
	Total	58,2%	70,1%	83,7%

From the table it appears that there was an increase in teacher performance from the beginning before the action amounted to 58.2%, after the first cycle action it became 70.1%, and after the second cycle action it increased again to 83.7%. From these data it can be seen that there was a quite sharp increase from the beginning, after cycle I, to after the action in cycle II. The results of clinical supervision action research on high class teachers were proven to provide increased teacher performance which in turn had an impact on improving student learning outcomes. This can be understood because if teachers improve their performances, then it is clear that effective learning will occur with optimal learning quality, so that students have a high absorption capacity for their lessons and ultimately students' learning outcomes in Economics will be more optimal. Careful teacher planning in preparing the teaching and learning process is one of the keys to success in improving the quality of learning. The applied clinical supervision will help teachers solve the problems they face in the learning process so that they can improve the quality of the learning process and outcomes (Ansori et al., 2016; Humairoh et al., 2016).

Clinical supervision is the answer to overcoming teacher problems in learning (Yulia Jayanti et al., 2016). Meanwhile, according to Archeson & Gall in (Yulia Jayanti et al., 2016) the aim of clinical supervision is to improve teacher teaching in the classroom more specifically, namely (1) providing objective feedback to teachers regarding the pursuits they are carrying out, (2) diagnosing and helping to solve teaching problems, (3) helping teachers develop their skills in using teaching strategies, (4) evaluating teachers for promotion and other decisions, and (5) helping teachers develop a positive attitude toward continued professional development. The results of this research are strengthened from research conducted by (Ansori et al., 2016) entitled, "*Pelaksanaan Supervisi Klinis Dalam Meningkatkan Kinerja Guru Sekolah Dasar*". The aim of this research is to describe the implementation of clinical supervision in the learning process in elementary schools. The results of this research indicate that the implementation of clinical supervision can improve teacher performance in the learning process in elementary schools. Furthermore, research conducted by (Anuli, 2018) entitled, "*Penerapan Supervisi Klinis Oleh Pengawas Dalam Meningkatkan Keterampilan Mengajar Guru*". In this research, it was stated that the implementation of clinical supervision by supervisors was very effective in improving teachers' teaching skills.

IV. CONCLUSION

Based on the results and discussion of the research, it can be concluded that the principal's efforts to improve teacher performance through clinical supervision at MAN 1 Bojonegoro can improve teachers' performance as evidenced by the increase in teacher performance from the beginning before the action was 58.2%, after the first cycle of action it was 70.1%, and after the second cycle of action it increased again to 83.7%. The results of clinical supervision action research on high class teachers were proven by the increase of teachers' performance, which in turn had an impact on improving students' learning outcomes. This can be understood because if the teacher's performance improves, then it is clear that effective learning will occur with optimal learning quality, so that students have high absorption capacity for their learning and in the end the students' learning outcomes in Economics will be more optimal. Thorough planning by teachers in preparing the teaching and learning process is one of the keys to improving the learning quality.

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