

THE STRATEGIC ROLE OF SCHOOL SUPERVISORS IN STRENGTHENING EDUCATIONAL SUPERVISION AND TEACHER DEVELOPMENT

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Abstract. This study aims to examine strategies for strengthening the professional roles and competencies of school supervisors in managing and improving the quality of education. School supervisors play a vital role as professional educators who are responsible for implementing academic and managerial supervision in schools. Their responsibilities include planning, monitoring, evaluating, and guiding teachers and principals to achieve educational effectiveness. Using a literature review approach, this research synthesizes previous studies and regulations related to the professional scope, duties, and competencies of school supervisors. The findings indicate that supervisors serve as facilitators, consultants, and evaluators who support teachers' professional growth and institutional performance improvement. However, several challenges remain, such as limited supervisory skills, inconsistent implementation of supervision programs, and the need for continuous professional development. Therefore, strengthening the competence of school supervisors should be conducted through structured training programs and collaborative professional forums such as the Kelompok Kerja Pengawas Sekolah (KKPS) and Musyawarah Kerja Pengawas Sekolah (MKPS). These platforms promote knowledge sharing, reflective practice, and collective learning, ultimately enhancing the effectiveness of educational supervision and school management..

Keywords: school supervisors; educational supervision; professional competence; managerial supervision

I. INTRODUCTION

Education serves as the cornerstone for building human capital and national competitiveness in the era of globalization and technological disruption [1]. The effectiveness of education systems relies not only on well-designed policies and curricula but also on supervision mechanisms that ensure the quality of both learning processes and school management [2]. School supervisors hold a strategic position in maintaining educational quality by performing academic and managerial supervision over principals and teachers [3]. According to the Regulation of the Minister of National Education No. 12/2007, school supervisors must possess six key competencies: personality, academic supervision, managerial supervision, educational evaluation, research and development, and social competence [4]. However, recent studies indicate that many supervisors have yet to demonstrate optimal professionalism due to limited competence, insufficient professional development, and weak institutional support [5], [6]. In the current digital transformation era, the supervisory role has evolved from mere administrative control to becoming a facilitator of instructional innovation and quality assurance through data-driven approaches [7].

Enhancing supervisors' capacity requires collaborative, reflective, and technology-based approaches so that supervision practices can adapt to the dynamic educational environment [8]. Strengthening professional forums such as the School Supervisory Working Group (KKPS) and the School Supervisory Meeting Forum (MKPS) has been proven effective in fostering peer learning and promoting continuous

professional development [9]. Moreover, digitalizing supervision systems contributes to greater transparency, accountability, and efficiency in managing educational quality [10], [11]. Recent empirical findings highlight that effective supervision significantly influences teaching quality, school leadership, and teacher motivation [12]. Consequently, school supervisors are no longer perceived merely as evaluators but as mentors and coaches who nurture teachers' potential and facilitate school improvement [13]. Within Indonesia's Merdeka Belajar (Independent Learning) framework, supervisors are envisioned as change agents who foster inclusive, meaningful, and student-centered learning [14].

Given these developments, this study focuses on strengthening the scope of school supervisors as professional actors with a strategic role in improving the quality of national education. This research underscores the need to reorient supervisory functions toward collaborative, competence-based, and adaptive models aligned with the demands of 21st-century education [15].

Educational supervision is an integral component of quality assurance within school management. It involves systematic efforts to assist teachers and school leaders in improving instructional quality and achieving institutional goals [16]. According to Kurniawan and Lestari [17], supervision is not merely evaluative but developmental, emphasizing guidance, coaching, and reflective practices to foster teacher professionalism. In modern education systems, supervision is positioned as a leadership process that focuses on capacity building rather than control [18].

School supervisors act as professional agents responsible for maintaining academic and managerial standards within schools. They ensure that curriculum implementation, pedagogical practices, and administrative management align with national educational standards [19]. Nugroho [20] emphasized that effective supervision leads to measurable improvements in school performance and teacher motivation. Supervisors are thus pivotal in bridging educational policy and classroom practice through continuous mentoring and constructive feedback [21].

The competency framework for school supervisors, as stipulated in national policy, comprises managerial, academic, evaluative, social, and personal competencies. Recent studies show that supervisors must possess not only pedagogical and managerial expertise but also digital literacy and innovation skills to adapt to changing educational landscapes [22]. The integration of emotional intelligence, communication ability, and collaborative leadership has also become critical in effective supervision [23].

With the acceleration of digital transformation, educational supervision is increasingly supported by technology-based tools. Fadhillah and Yusuf [24] revealed that digital platforms for supervision enable real-time feedback, data-driven evaluation, and transparency in assessing teacher performance. The use of Learning Management Systems (LMS), digital reporting tools, and e-supervision applications enhances the accuracy and efficiency of the supervisory process. These innovations allow supervisors to monitor multiple schools remotely, thus expanding their reach and impact [25].

Despite technological advances, several challenges persist in supervisory implementation, including limited supervisor-to-school ratios, inadequate professional development, and low digital competence among supervisors [21]. Furthermore, hierarchical bureaucratic structures often hinder the autonomy of supervisors in applying innovative approaches [17]. Collaborative and reflective supervision models are therefore recommended to enhance peer learning and build a more inclusive culture of professional growth [18].

To strengthen the professional scope of school supervisors, continuous professional development and peer collaboration must be institutionalized. The School Supervisory Working Group (KKPS) and School Supervisory Meeting Forum (MKPS) serve as essential platforms for collective learning, sharing best practices, and promoting innovation in supervision [19], [20]. Studies suggest that such professional learning communities significantly improve supervisors' competencies in managerial and academic areas [23]. As education moves toward a "Merdeka Belajar" paradigm, the role of supervisors must evolve to act as facilitators, mentors, and agents of change [22].

II. RESEARCH METHODS

This research is a research using the literature review method. A literature review is a comprehensive overview of the research that has been done on a specific topic to show the reader what is already known about the topic and what is not yet known, to find the rationale of the research that has been done or for the idea of further research [26]. Literature studies

can be obtained from various sources, including journals, books, documentation, the internet and literature. The literature study method is a series of activities related to the method of collecting library data, reading and recording, and managing writing materials (Abarca, 2021).

The data used in this study is secondary data obtained not from direct experience, but from the results of research that has been conducted by previous researchers. Secondary data sources obtained in the form of articles or journals relevant to the topic are carried out using google scholar, research gate, and pubmed with keywords or keywords that are in accordance with the research problem. In research that uses literature review, there are several stages that must be carried out so that the results of the literature study can be recognized for their credibility.

III. RESULTS AND DISCUSSION

The Main Duties of the School Superintendent

School Superintendent is a Civil Service teacher who is appointed in the position of School Superintendent. Supervision is the activity of school supervisors in compiling supervision programs, implementing supervision programs, evaluating the results of program implementation, and carrying out teacher professional guidance and training. Then in article 15 paragraph 4 it is explained that school supervisors must carry out academic supervision and managerial supervision activities. According to Permenpan No. 21 of 2010, it is stated that: School Supervisor is a Civil Servant (PNS) who is given full duties, responsibilities and authority by the authorized official to carry out academic and managerial supervision in the education unit.

Position, Main Duties and Workload 1. School supervisors are positioned as functional technical implementers in the field of academic and managerial supervision in a number of designated educational units. 2. The main task of school supervisors is to carry out academic and managerial supervision tasks in educational units which include the preparation of supervision programs, the implementation of coaching, monitoring the implementation of the eight National Education Standards, assessment, guidance and professional training of teachers, evaluation of the results of the implementation of supervision programs, and the implementation of supervisory tasks in special areas. 3. The workload of school supervision is 37.5 (thirty-seven and a half) hours per week including the implementation of coaching, monitoring, assessment and guidance in the target schools. Furthermore, in the Regulation of the Minister of National Education Number 39 of 2009 concerning the Fulfillment of the Workload of Teachers and Supervisors of Education Units, in article 4 paragraph 1 it is stated that the workload of teachers appointed in the position of Supervisor of Education Units is to provide guidance and professional training for teachers and supervisors, then in paragraph 3 it is stated that the Supervisor as referred to in paragraph (1) includes: a. supervise, monitor, process [28]

The main task of the school/education unit supervisor is to conduct assessment and coaching by carrying out supervision functions, both academic supervision and managerial

supervision. Based on the main duties and functions above, there are at least three activities that must be carried out by the supervisor, namely:

- a. Conducting coaching on the development of school quality, principal performance, teacher performance, and the performance of all school staff,
- b. Evaluate and monitor the implementation of school programs and their development,
- c. Conducting an assessment of the process and results of school development programs collaboratively with school stakeholders.

The first main task refers to supervision or managerial supervision while the second main task refers to academic supervision or supervision. Managerial supervision basically provides coaching, assessment and assistance/guidance starting from program plans, processes, to results. Guidance and assistance are provided to the principal and all school staff in school management or the implementation of education in schools to improve school performance. Academic supervision is related to fostering and assisting teachers in improving the quality of the learning process/guidance and the quality of student learning outcomes.

Meanwhile, the authority given to school supervisors includes: (1) selecting and determining work methods to achieve optimal results in carrying out duties as best as possible in accordance with the professional code of ethics, (2) determining the level of performance of teachers and other personnel supervised and the factors that affect them, (3) determining or proposing coaching programs and conducting coaching. This authority implies the autonomy of supervisors to determine steps and strategies in determining supervisory work procedures. However, supervisors need to collaborate with principals and teachers so that in carrying out their duties in line with the direction of school development that has been set by the principal [29]

The main task of school supervisors is to carry out academic and managerial supervision tasks in educational units which include the preparation of supervision programs, the implementation of coaching, monitoring the implementation of the eight National Education Standards, assessment, guidance and professional training of teachers, evaluation of the results of the implementation of supervision programs, and the implementation of supervisory tasks in special areas. In carrying out these main duties, school supervisors are required to have adequate qualifications and competencies to be able to carry out supervisory tasks. The qualifications and competencies in question are competencies as stipulated in the Regulation of the Minister of National Education Number 12 of 2007, namely personality competence, managerial supervision, academic supervision, educational evaluation competencies, research and development and social competence

The Role of School Superintendents

The role of education supervisors is written in Government Regulation number 19 of 2005 concerning National Education Standards in article 55 that "education supervision includes monitoring, supervision, evaluation, reporting, and follow-up of supervision results". Then stated that school supervisors or education supervisors should play a

role as: (1) Teachers' partners in improving the quality of learning processes and outcomes and guidance in their target schools. (2) Innovators and pioneers in developing learning innovations and guidance in their target schools. (3) Education consultants in their target schools. (4) Counselors for school principals, teachers and all school staff. (5) Motivators to improve the performance of all school staff [30]

School supervisors have a special role in carrying out managerial supervision, including: (1) conceptualists, (2) programmers, (3) composers, (4) reporters, (5) builders, (6) supporters, (7) observers and (8) users [31] In addition, [32] stated that "the role of a supervisor is as: (1) coordinator, (2) consultant, (3) leadership group and, (4) evaluator". This opinion can be concluded that the supervisor as the supervisory coordinator can coordinate the learning program, the duties of staff members as activities that vary among teachers. Then as a consultant, the supervisor can provide assistance, consulting problems experienced by teachers both individually and in groups. As a group leader, the supervisor can lead a number of staff/teachers in developing the group's potential, developing curriculum, subject matter and professional needs together. As a group leader, the school supervisor can develop skills and tips in *working for the group*, working with other groups and *working through the group*. Meanwhile, as an evaluator, a supervisor can assist teachers in assessing the results of the teaching and learning process and assessing the curriculum developed by the school in accordance with the curriculum on national education standards.

The implementation of the duties of the school supervisor of the State Elementary School education unit in Bataguh District, Kapuas Regency has been carried out well, namely: Planning and preparing supervision tools before supervising with annual programs, monthly programs and assessment instruments; Implementing supervision programs in target schools by identifying schools and teachers to be supervised through a list of contents and formulating factors affecting the smooth running of supervision through the formulation of supervision programs; The supervision techniques used are more individual; and follow-up of supervision results in the form of quantitative and qualitative assessments and reports. The role of school supervisors in improving the quality of education in elementary schools, includes: the role of school supervisors in supervising/inspecting; as advising to provide advice/motivation; monitoring; as a report; coordinating; and performing leadership/leading and implementing. Supporting factors for the role of school supervisors in improving the quality of education include: support from the government in the form of official motorcycles; additional operational allowances from the Regional Government; place of domicile; the work spirit of the education supervisor; training in competency improvement; student; Teachers and Facilities in the School. The inhibiting factors include geographical location; road access; IT mastery; and lack of human resources for education school supervisors with a large number of target schools [33]

Competencies of Education Supervisors

Regulation of the Minister of National Education Number 12 of 2007 concerning Standards for School/Madrasah

Supervisors emphasizes that a supervisor must have 6 (six) minimum competencies, namely personality competence, managerial supervision, academic supervision, educational evaluation, research and development, and social competence. The current conditions in the field are of course still many school/madrasah supervisors who have not mastered the six dimensions of competence well [34] A survey conducted by the Directorate of Education Personnel in 2008 on supervisors in a district (Directorate of Education Personnel) showed that supervisors have weaknesses in academic supervision competencies, educational evaluation, and research and development. The socialization and training that has been usually carried out is seen as inadequate to reach all supervisors in a relatively short time. In addition, due to limited time, the intensity and depth of material mastery are less than achieved with these two strategies [35]

Based on this reality, efforts to improve supervisory competence must be carried out through various strategies. One of the strategies that can be taken to reach all supervisors in a fairly short time is to utilize the School Supervisory Working Group (KKPS) forum and the School Supervisor Work Conference (MKPS) as a vehicle for joint learning. In a friendly atmosphere, supervisors can share knowledge and experience with each other to improve their competence and performance. The forum will run effectively if there are guidelines, study materials and achievement targets. It is in this context that Independent Learning Materials.

The scope of the supervisor competency dimension is contained in the Regulation of the Minister of National Education Number 12 of 2007 concerning Standards for School/Madrasah Supervisors. In the regulation, there are six dimensions of competence, namely: personality competence, managerial supervision, academic supervision, educational evaluation, research and development, and social competence. Each dimension of competence has sub-subs as basic competencies that must be possessed by a supervisor. In detail, these basic competencies are as follows.

1. Personality Competency Dimension

- a. Have responsibilities as supervisors of education units.
- b. Creative in working and solving problems both related to his personal life and his job duties.
- c. Have a curiosity about new things about education and science, technology and the arts that support their main tasks and responsibilities.
- d. Foster work motivation in themselves and in education stakeholders.

2. Dimensions of Managerial Supervision Competency

- a. Mastering the methods, techniques and principles of supervision in order to improve the quality of education in schools.
- b. Develop supervision programs based on the vision, mission, goals and educational programs in the school.
- c. Develop the necessary work methods and instruments to carry out the main tasks and supervisory functions in schools.
- d. Compile reports on the results of supervision and follow up on them for the improvement of the next supervision program in the school.

- e. Fostering school principals in the management and administration of educational units based on the management of improving the quality of education in schools.
- f. Fostering principals and teachers in carrying out counseling guidance in schools.
- g. Encourage teachers and principals to reflect on the results they have achieved to find advantages and disadvantages in carrying out their main duties at school.
- h. Monitor the implementation of national education standards and utilize the results to assist principals in preparing for school accreditation.

3. Dimensions of Academic Supervision Competency

- a. Understand the concepts, principles, basic theories, characteristics, and development tendencies of each field of development in kindergarten/RA or subjects in schools/madrasahs.
- b. Understand the concepts, principles, theories/technologies, characteristics, and trends of the development of the learning/guidance process in each field of development in kindergarten/RA or subjects in schools/madrasahs.
- c. Guiding teachers in compiling a syllabus for each field of development in kindergarten/RA or subjects in schools/madrasahs based on content standards, competency standards and basic competencies, and principles of KTSP development.
- d. Guiding teachers in selecting and using strategies/methods/learning techniques/guidance that can develop various student potentials through the field of development in kindergarten/RA or subjects in schools/madrasahs.
- e. Guiding teachers in preparing Learning Implementation Plans (RPP) for each field of development in kindergarten/RA or subjects in schools/madrasahs.
- f. Guiding teachers in carrying out learning/guidance activities (in the classroom, laboratory, and/or in the field) to develop students' potential in each field of development in kindergarten/RA or subjects in schools/madrasahs.
- g. Guiding teachers in managing, maintaining, developing and using educational media and learning facilities/guidance in each field of development in kindergarten/RA or subjects in schools/madrasahs.
- h. Motivate teachers to utilize information technology for learning/guidance in each field of development in kindergarten/RA or eyes
- i. lessons in schools/madrasahs.

4. Educational Evaluation Competency

- a. Compile criteria and indicators of educational success in the field of development in kindergarten/RA and learning/guidance in schools/madrasahs.
- b. Guiding teachers in determining important aspects to be assessed in learning/guidance in each field of development in kindergarten/RA or subjects in schools/madrasahs.
- c. Assessing the performance of school principals, teachers, and school staff in carrying out their main duties and responsibilities to improve the quality of education and learning/guidance in each field of development in kindergarten/RA or subjects in schools.

- d. Monitor the implementation of learning/guidance and student learning outcomes and analyze them to improve the quality of learning/guidance in each field of development in kindergarten/RA or subjects in schools/madrasas.
 - e. Fostering teachers in utilizing the results of assessments to improve the quality of education and learning/guidance in each field of development in kindergarten/RA or subjects in schools/madrasas.
 - f. Processing and analyzing data from the performance assessment of the school/madrasah principal, teacher performance, and school/madrasah staff.
5. Dimensions of Research and Development Competencies
- a. Mastering various approaches, types, and research methods in education.
 - b. Determine supervisory issues that are important to be researched both for the purposes of supervisory duties and for the development of their career as a supervisor.
 - c. Prepare educational research proposals, both qualitative research proposals and quantitative research.
 - d. Carry out educational research for solving educational problems, and formulating educational policies that are beneficial to the main tasks of responsibility.
 - e. Processing and analyzing data on the results of educational research, both qualitative and quantitative data.
 - f. Write scientific papers (PTS) in the field of education and/or supervision and use them to improve the quality of education.
 - g. Prepare guidelines/guidelines and/or books/modules needed to carry out supervision tasks in schools/madrasas.
 - h. Provide guidance to teachers on classroom action research, both planning and implementation in schools/madrasas.
6. Social Competency Dimension
- a. Collaborating with various parties in order to improve the quality of themselves to be able to carry out their duties and responsibilities.
 - b. Active in the activities of the supervisory association of educational units or supervisory communication forums.

IV. CONCLUSIONS

School supervisors include professional positions. The position was obtained through the school supervisor professional education program. The professional education is obtained through special stages that will prepare them to become supervisors of educational units/schools. Supervisory professional education is usually carried out at the State LPTK or appointed by the government, in this case the Ministry of National Education, school supervisors have full rights and responsibilities to carry out their duties in the field of coaching, namely fostering educators in designated educational institutions. The form of coaching is not only in terms of the learning process, but also the methods, strategies, and approaches used in learning. The first main task refers to supervision or managerial supervision while the second main task refers to academic supervision or supervision. Managerial supervision basically provides coaching, assessment and assistance/guidance starting from program plans, processes, to

results. Guidance and assistance are provided to the principal and all school staff in school management or the implementation of education in schools to improve school performance.

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