

Teacher Constraints at Madrasah Ibtidaiyah YKUI Maskumambang Gresik in The Perspective of Educational Supervision

Muhammad Rafeli Fakhli¹, St. Aisyah²

¹STAI Ali bin Abi Thalib Surabaya

1. Sidotopo Kidul No.51, Sidotopo, Kec. Semampir, Surabaya, Jawa Timur

²Universitas Terbuka Banjarmasin

Jl. Sultan Adam No.128, Surgi Mufti, Kec. Banjarmasin Utara, Kota Banjarmasin, Kalimantan Selatan

Correspondence: rafelifakhli@gmail.com

Article received: April 2024, Revision: June 2024, Approval: November 2024

DOI: 10.17977/um025v9i12024p1

Abstract: The quality of teachers can be viewed from the level of professionalism in order to realize all matters related to teaching and learning activities for students. Teachers generally have difficulty in determining the suitable learning method in the classroom, especially teachers who are already old so they still use the old method, namely one-way learning that makes the class feel less alive so that it is no longer relevant to the times and requires innovation. Another problem for teachers is that they experience many problems regarding learning devices ranging from lack of knowledge in their manufacture to laziness in making them even though learning devices are a very essential component in teaching and learning activities. Most teachers also have a low level of self-awareness in submitting themselves to be supervised so that their teaching in the classroom gets an evaluation. Departing from these assumptions, the author is encouraged to conduct research with a focus on problems related to teacher constraints in madrasah Ibtidaiyah YKUI Maskumambang Gresik in the perspective of educational supervision.

Keywords: MI YKUI Maskumambang; Teacher Constraints; Educational Supervision

INTRODUCTION

Teachers are the most decisive component in the education system as a whole, which must receive central, first and foremost attention. This one figure will always be in the strategic spotlight when talking about education issues, because teachers are always related to any component in the education system. Teachers play a major role in educational development, especially those organized formally in schools/madrasahs. Teachers also determine the success of students, especially in relation to the teaching and learning process. Teachers are the main role holders in the teaching and learning process. The teaching and learning process is a process that contains a series of actions of teachers and students or the basis of reciprocal relationships that take place in educational situations to achieve certain goals (Sabri, 2005).

In Islam, teachers (educators) are also very important figures, so important is an educator that places the position of educators at the level below the position of prophets and apostles. So in Islamic education, educators are a very important component in the education system, because it is he who leads students to predetermined goals, along with other components related and more comprehensive. The role of educators in supporting the success of education is very important. Therefore, any effort to improve the quality of education must be in contact with the resources of teachers or educators (Ramayulis, 2006; Tugiah & Asmendri, 2022)

The existence of educators in the world of education is very crucial, because their obligations are not only to transform *knowledge (knowledge)* but also required to internalize values (*value / qimah*) in students. The form of internalized values at least includes: ethical values, pragmatic values, *sensory effect* values and *religious* values (Tafsir, 2005). Educators in Islam are people who are responsible for the development of students by seeking the development of all the potential of students, both affective potential, cognitive potential and psychomotor potential. Educators as a factor that determines the quality of education. Because educators deal directly with students in the learning process in the classroom. In the hands of educators, the quality of their personality is formed (Nurkholis, 2020; Tafsir, 2005).

Due to the important role of teachers in the world of education, they need to be evaluated regarding their teaching in the classroom, namely by carrying out supervision in order to produce qualified and professional teachers. Educational supervision is defined as the process of providing professional assistance services to teachers to improve their ability to carry out the tasks of managing the learning process effectively and efficiently (Bafadal, 2009). The implementation of supervision by school principals is expected to have an impact on the formation of teachers' professional attitudes. Teachers' professional attitude is very important in maintaining and improving the professionalism of teachers, because it always affects the behavior and daily activities of teachers. Professional behavior will be more realized in the teacher if the institution where he works pays more attention to fostering, forming, and developing professional attitudes (Hamsa et al., 2022; Suryono, 2021)

According to Suhardan (2010) supervision is supervision of the implementation of educational technical activities in schools, not just supervision of physical materials. Supervision is supervision of academic activities in the form of teaching and learning processes, supervision of teachers in teaching, supervision of students who learn and supervision of the situations that cause it (Lazwardi, 2016).

It cannot be denied that evaluation is a method necessary for understanding the difficulties and potential encountered by educators in delivering lessons to students. Periodic evaluation and supervision not only enhance the quality of educators but also that of students, as articulated by Rohmah et al., (2024) who stated that effective teacher evaluation can enhance students' learning activity and thinking during the learning process. Research regarding teacher competency evaluation

has been conducted in various regions in Indonesia, such as Palembang (Adib et al., 2019), Paser (Saraya et al., 2023), Situbondo (Rohmah et al., 2024), and Gorontalo (Tjabolo & Otaya, 2019). However, research on teacher competency evaluation in the East Java region, particularly in Gresik City, is still very limited. Therefore, the findings of this research are expected to serve as considerations in identifying the difficulties faced by teachers and as references in formulating appropriate solutions, especially for teachers serving in Gresik City, East Java Province.

METHOD

This research uses descriptive qualitative research. This research seeks to obtain an overview of the problems of constraints as supervised objects in MI YKUI Maskumambang during the implementation of supervision. The analysis applied in this research uses a descriptive phenomenological approach. This study aims to understand and describe a specific phenomenon in depth and obtain the essence of the participants' lived experience of a phenomenon (Helaluddin, 2018; Yüksel & Yıldırım, 2015). The types of data used in this study consist of primary data and secondary data. Primary data is obtained from data from interviews with school principals as supervisors who are directly in charge during the implementation of supervision. While secondary data is in the form of data obtained from the results of literature studies, documentation, and several journal articles relevant to the title/case studied by researchers.

In order to obtain data inclusively, researchers use triangulation to support the reliability and validity of the data obtained. In this study also used *member check* techniques. The purpose of doing a *member check* is so that the information obtained in the research report is in accordance with what is intended by the data source or informant (Mekarisce, 2020). The data obtained by the researcher from the informant will be rechecked, namely by the researcher asking the informant again whether the data that the researcher has written has been agreed or not, if the informant agrees then the data is valid and reliable. Triangulation and *member checks* are carried out until finding saturated data.

RESULTS AND DISCUSSION

RESULTS

Profile of Madrasah Ibtidaiah YKUI Maskumambang

MI YKUI Maskumambang is a school under the auspices of the Foundation The Awakening of the Islamic Ummah which was founded on December 1, 1958 which has No. Operational Permit Decree MIS/25.0108/2017 MI YKUI Maskumambang itself is located in the area of Sembungan Kidul Street, Sembungan Kidul Village, Dukun District, Gresik Regency, East Java, which has been accredited "A" with NSM/NPSM number 111232090118/ 60708693. MI YKUI Maskumambang Putra is led by a school principal named Faris Hendro, S.Pd. is one of three schools under the auspices of the Islamic Awakening Foundation which has 3 levels of school (boys and girls), namely:

elementary school level called MI YKUI Maskumambang, middle school level called MTs YKUI Maskumambang and high school level called MA YKUI Maskumambang.

Educational Supervision Implementation System

In contrast to other schools, the implementation of supervision at MI YKUI Maskumambang Putra is carried out in stages, that is, it is carried out periodically, one quarter every three months, supervising RPE, Prota, Promes, Syllabus, then for the next three months it is related to RPP and Assessment so that the implementation is not carried out in one go, everything is completed immediately. So that the teacher can see how the teacher's teaching method is in accordance with the RPP that he has made or whether his teaching is not in line with the RPP. If it is deemed inappropriate then this is the supervisor's role in providing constructive evaluation or feedback for the teacher (Setiawan, 2022)

In fact, if we look at its effectiveness, the time for carrying out academic supervision should be carried out every month, but if there is not enough time, then the school principal can supervise teachers every quarter or in one semester, only two supervisions can be carried out (Yusmadi et al., 2011). As for supervision assessors, they consist of 1). Supervisor (Principal) collaborates with 2). Supervisor.

Teacher Constraints from a Supervision Perspective

Teacher Constraints at the Planning Stage of Supervision

Constraints on Supervision Implementation Stage Procedures

It was found that the implementation of supervision at MI YKUI Maskumambang Putra is still not in accordance with the correct stage procedures in implementing supervision, namely at the planning stage before implementing supervision.

Planning activities refer to problem identification activities. Steps that implemented in supervision planning are:

1. Collecting data through classroom visits, personal meetings or staff meetings,
2. Processing data by correcting the truth of the data collected,
3. Classifying data according to problem areas,
4. Draw conclusions about the target problem according to the actual situation,
5. Determine the appropriate techniques used to improve or increase the professionalism of educators. (Larasati, 2019).

According to the steps above, there should be a personal meeting between the principal and the educators to be supervised, namely the teacher before the implementation of supervision. Teachers should also submit themselves in advance so that they can be supervised by the supervisor, while the fact that occurs in the field is that it is the school institution that must arrange a schedule for each

teacher for the implementation of supervision due to the lack of teacher awareness to submit themselves to be supervised.

This happens partly because sometimes teachers feel they have the autonomy to do anything without feeling the need for supervision, which they consider an intervention from the principal, supervisor, education office or school foundation. So that this becomes a problem for supervisors to carry out supervision because they lack a response from teachers. The lack of teacher response can be seen in the results of supervision provided by supervisors or principals in the form of coaching to improve teaching and learning such as mastery of methods, making lesson plans that do not want to be applied, so that existing coaching and follow-up are less useful (Nurmayuli, 2018). Moreover, formal evaluations often exacerbate tension and anxiety, impeding the open discussion of errors and areas requiring improvement. When evaluative comments are documented, both principals and teachers may withhold information, fearing potential grievances or repercussions. Consequently, evaluative interactions frequently lack authentic engagement, with participants resorting to superficial exchanges to navigate the process (Marshall, 2005).

So that this does not correspond to the purpose of supervision itself, which is to help teachers so that with their own awareness they try to develop and grow into more capable and better teachers in carrying out their duties (Kholiq & Mufidhatul Jannah, 2022; Wibowo & Subhan, 2020).

DISCUSSION

Teachers' constraints during supervision implementation

Constraints on Making Learning Tools

In the making of learning tools which include the Effective Week Plan, Syllabus, Annual Program, Semester Program, Learning Implementation Plan and Assessment at MI YKUI Maskumambang, it is still found that teachers procrastinate in making them due to laziness and lack of knowledge of the urgency of learning tools for teaching and learning activities (KBM) and also found difficulties in the process of making learning tools, especially for senior teachers who are less familiar with technology and the lack of completeness of learning tools such as the assessment aspect which is not only enough to contain test questions but must also include how to determine the questions, assessment method, question cards, master questions and answer keys because teachers already feel preoccupied with making learning tools so that the assessment components are neglected. This is in line with Laybourn et al., (2019) that stated stress and negative emotions in teachers, caused by procrastination, can lead to occupational burnout, poor performance in the classroom, and decreased job satisfaction. The functions of learning tools as described below, namely:

Program planning serves to provide direction for the implementation of learning so that it becomes directed and efficient. One part of learning planning that is very important for teachers to make as a learning guide is learning tools. Learning devices are in accordance with what is revealed

(Trianto, 2011) that learning devices are components of devices used to manage the learning process, so as to achieve the competencies to be achieved optimally. Another definition is expressed by (Hetharion, 2023) that learning devices are a number of materials, tools, media, instructions and guidelines that will be used in the learning process.

Based on the opinions of the experts above, it can be concluded that learning tools are components of devices in the learning process that are needed to prepare for learning so that the learning process can be achieved properly (Hamid, 2017).

If there are delays and difficulties in making learning tools, this will affect the teacher's assessment during supervision even though it is one of the important components assessed during the implementation of supervision. One of the competencies that must be possessed by a teacher as mandated in the government regulation above is pedagogical competence. In Law No. 14 of 2005 concerning Teachers and Lecturers, it is stated that pedagogical competence is "The ability to manage student learning". (Sudirman et al., 2023) calls this competence "learning management competence. This competency can be seen from the ability to plan teaching and learning programs, the ability to carry out interactions or manage the teaching and learning process, and the ability to conduct assessments.

Given the importance of lesson planning, teachers should not teach without a plan. Unfortunately, this lesson planning, which should be measured by the principal, cannot be measured by the principal because it is only planned in the teacher's mind. As a result, the principal as a policy maker in the school cannot evaluate teacher performance academically. The performance that can be seen by the principal is only face-to-face attendance, without knowing whether the teacher's ability to manage learning is in accordance with expectations or not, or whether the basic competencies that must be mastered by students have been mastered correctly (Hamid, 2017).

Constraints on Teaching Methods in the Classroom

Choosing a teaching method that is suitable for the teaching target, in this case students, is one of the important factors so that the teaching and learning process in the classroom can run effectively and efficiently and also so that classroom conditions are more lively when learning takes place.

Methods play an important role in the teaching process to students. Teachers have full power to choose the most appropriate method to use in teaching Arabic, depending on the class situation, the condition of each student, the social and economic background of the students, the culture of the local community, and of course the availability of teaching aids in the school concerned. Teachers are expected not to be rigid in choosing and applying teaching methods in order to achieve maximum learning outcomes from their students and achieve the proclaimed teaching objectives (Hizbullah & Mardiah, 2015).

In line with this, researchers found that teachers, especially senior teachers in this school, still use the old method, namely the lecture method which only emphasizes one-way learning, which is considered inappropriate and less suitable for learning in madrasah ibtidaiah students. The teaching method certainly needs to be evaluated by holding academic supervision because if it continues, it will make students feel bored and the classroom atmosphere becomes less lively so that the material taught is difficult to accept by students. For reference, research findings indicate a significant association between formal assessment methodologies, such as written tests administered weekly/monthly, presentations, individual projects, and experiments, and heightened levels of student anxiety. Conversely, informal assessment approaches, encompassing rubrics, portfolios, group activities, and classroom discussions, employed within classroom evaluations, demonstrate a constructive impact on students' academic attainment (Hussain et al., 2019).

Teacher Constraints during Supervision Assessment

Obstacles in Student Assessment

One of the objectives of the supervision assessment is to find out how the attitude or solution that the teacher can give to students who have scores below the standard minimum completeness criteria (KKM). The obstacle is that there are some teachers who still give mediocre grades with the standard minimum completeness criteria (KKM) even though the child is actually less capable, this could be due to 1). Indeed due to the lack of quality of the teacher or 2). government pressure that requires that no students stay in class so that it forces teachers to do this. As mentioned by Grek et al., (2020) the advent of new technology, innovative data usage, and increased public transparency has led to performance-based accountability (PBA) becoming a hallmark of educational reform. This aims to measure the performance of public sector workers and hold them responsible for their outcomes. Consequently, teachers bear a risk to their career advancement if the students they teach do not perform adequately.

Obstacles in Making Test Questions

Another obstacle is that teachers are found to make exam questions that are too subjective or too difficult for some students so that they cannot cover all the abilities of all existing students. In fact, not all students have the same abilities as each other. So it is appropriate for teachers in making questions to follow the criteria for making good and correct questions, one of which is by including objective elements to better cover all the abilities of students in the class. Inappropriate questions for students' skill levels may result in a lack of interest in delving deeper into the tested subject. Struyven et al., (2005) found that high school students favor multiple-choice questions over essay prompts.

School Efforts in Resolving Teacher Constraints in Educational Supervision

Organizing Training for Teachers

Harris & Sass (2011) reveal that the competencies of elementary and middle school teachers improve with experience, particularly through informal on-the-job training. While the most significant improvements typically occur during the initial years, Harris & Sass also observe ongoing enhancements extending beyond the first five years of a teacher's tenure. The school invites outside the school who are considered professionals and experts in their fields to provide seminars and guidance to teachers, for example related to how to make good and correct learning tools or the urgency of learning tools in teaching and learning activities (KBM) at school to overcome teachers who like to procrastinate or teachers who still have difficulty in making learning tools or teachers who are lacking in the completeness of making learning tools. So that teachers get knowledge that can be directly applied to support teaching and learning activities at school.

Organizing Coaching to Teachers

After supervision activities, if a problem or obstacle is found, if it is felt that the principal is able to overcome it, it is enough with the principal alone, but if it is felt that he is unable, then the school asks for help from the supervisor, for example by holding coaching which is directly guided by the school supervisor because it is the job of the school supervisor to provide input and guidance. In circumstances where principals are seldom present in classrooms, it becomes challenging to engage in substantive professional dialogues with teachers. Furthermore, in the absence of proactive leadership from principals, the likelihood diminishes for assistant principals, team leaders, department heads, and colleagues to engage in substantive discussions concerning pedagogy and academic progress (Marshall, 2005).

Organizing Remedial to Students

The school, in this case the principal, provides a solution for students who are found to score below the standard, namely by directing teachers to hold remedials after each daily exam (UH). This is done to help students not to have difficulties because student learning outcomes have often been evaluated when after the daily exam is carried out. So that students are expected to be better prepared when facing exams that are greater in influencing grades such as the midterm exam (UTS) and the final semester exam (UAS). Remediation strategies should transcend mere test-focused instruction following examination failures. Instead, a comprehensive approach recognizes the interplay between contextual factors and individual attributes, emphasizing the importance of tailored selection processes, pedagogical methods, assessment frameworks, and feedback mechanisms to effectively support the unique learning trajectories of each student (Cleland et al., 2018).

CONCLUSION AND SUGGESTION

CONCLUSION

From the results of research that has been conducted related to teacher constraints in MI YKUI Maskumambang Gresik in the perspective of educational supervision is very diverse. From 3 aspects of the academic supervision process (planning, implementation and assessment of learning outcomes) that have been carried out at MI YKUI Maskumambang Gresik, different problems are obtained from each aspect and come from various parties such as: (a) Teachers' constraints in the planning stage of supervision: lack of awareness from teachers to submit themselves to be supervised (b) Teachers' constraints in the implementation stage of supervision include: teachers who still like to procrastinate and there are also teachers who still find it difficult to make learning tools. Teachers also have not completed the components of the assessment of student learning outcomes such as: answer keys, question cards, master questions and so on. Another problem is that teachers, especially senior teachers, still use old teaching methods that are not suitable for Madrasah Ibtidaiyah students. (c) Teacher constraints during supervision assessment: the attitude of teachers who continue to complete students even though they have scores below the minimum completeness criteria (KKM) standard. Another problem is in making exam questions that are considered too subjective, namely too difficult for some students so that they are not objective, making them unable to cover all students' abilities.

SUGGESTION

After knowing the obstacles to supervision that arise, the efforts made by the principal as a supervisor, namely the party responsible for organizing education include: providing guidance by conducting training such as matters relating to learning tools, and also providing guidance for teachers with the help of direct supervisors. As for student assessment, the principal directs teachers to hold remedials for students whose scores are below standard after each daily exam.

Supervision can provide assistance and breakthrough solutions to problems in the implementation of education and the difficulties of teachers in order to improve their performance and learning process, so that educational goals can be achieved effectively and efficiently.

REFERENCES

- Adib, H. S., Mardapi, D., Zamroni, Z., & Jait, A. (2019). Evaluation of Islam education teachers training implementation. *Jurnal Penelitian Dan Evaluasi Pendidikan*, 23(2), 106–116. <https://doi.org/10.21831/pep.v23i2.20986>
- Bafadal, B. (2009). *Human Resources Management*. Jakarta: Bumi Aksara.
- Cleland, J., Cilliers, F., & van Schalkwyk, S. (2018). The learning environment in remediation: a review. *The Clinical Teacher*, 15(1), 13–18. <https://doi.org/10.1111/tct.12739>
- Grek, S., Maroy, C., & Verger, A. (2020). *World yearbook of education 2021: Accountability and datafication in the governance of education*. Routledge.
- Hamid, A. (2017). *Upaya Peningkatan Kompetensi Guru dalam Menyusun Perangkat Pembelajaran*

- melalui Supervisi Akademik yang Berkelanjutan SDN 007 Panipahan Darat. *JURNAL PAJAR (Pendidikan Dan Pengajaran)*, 1(2), 277. <https://doi.org/10.33578/pjr.v1i2.4598>
- Hamsa, A., Winata, C., Bancin, N. Z., Dewi, P., Mulyani, S., Pratiwi, T., & Nasution, I. (2022). Implementing of Education Supervision at School of SDN 112304 Panigoran. *Edumaspul: Jurnal Pendidikan*, 6(2), 1512–1520. <https://doi.org/10.33487/edumaspul.v6i2.4362>
- Harris, D. N., & Sass, T. R. (2011). Teacher training, teacher quality and student achievement. *Journal of Public Economics*, 95(7–8), 798–812. <https://doi.org/10.1016/j.jpubeco.2010.11.009>
- Helaluddin, H. (2018). *Mengenal Lebih Dekat dengan Pendekatan Fenomenologi: Sebuah Penelitian Kualitatif*.
- Hetharion, B. D. S. (2023). *Strategi Belajar Mengajar*. Sumatera Barat: CV Azka Pustaka.
- Hizbullah, N., & Mardiah, Z. (2015). Masalah Pengajaran Bahasa Arab di Madrasah Aliyah di Jakarta. *Jurnal Al-Azhar Indonesia Seri Humaniora*, 2(3), 189. <https://doi.org/10.36722/sh.v2i3.145>
- Hussain, S., Shaheen, N., Ahmad, N., & Islam, S. U. (2019). Teachers' classroom assessment practices: challenges and opportunities to classroom teachers in Pakistan. *Dialogue*, 14(1), 88–97.
- Kholiq, A., & Mufidhatul Jannah, A. (2022). Fungsi dan Jenis-Jenis Supervisi Pendidikan Islam. *Sasana: Jurnal Pendidikan Agama Islam*, 1(1), 21–26. <https://doi.org/10.56854/sasana.v1i1.61>
- Larasati. (2019). Proses dan Teknik Supervisi Pendidikan. *Jurnal Artikel*, 1(1), 1–11.
- Laybourn, S., Frenzel, A. C., & Fenzl, T. (2019). Teacher Procrastination, Emotions, and Stress: A Qualitative Study. *Frontiers in Psychology*, 10. <https://doi.org/10.3389/fpsyg.2019.02325>
- Lazwardi, D. (2016). Implementasi Supervisi Pendidikan di Sekolah/Madrasah. *Al-Idarah : Jurnal Kependidikan Islam*, 6(1). <https://doi.org/10.24042/alidarah.v6i1.794>
- Marshall, K. (2005). It's time to rethink teacher supervision and evaluation. *Phi Delta Kappan*, 86(10), 727–735.
- Mekarisce, A. A. (2020). Teknik Pemeriksaan Keabsahan Data pada Penelitian Kualitatif di Bidang Kesehatan Masyarakat. *Jurnal Ilmiah Kesehatan Masyarakat: Media Komunikasi Komunitas Kesehatan Masyarakat*, 12(3), 145–151. <https://doi.org/10.52022/jikm.v12i3.102>
- Nurkholis, N. (2020). Problematika Guru Di Madrasah Dalam Perspektif Supervisi Pendidikan. *Journal of Darussalam Islamic Studies*, 1(1), 45–55. <https://doi.org/10.47747/jdis.v1i1.90>
- Nurmayuli, N. (2018). Realita, Problematika Dan Harapan Dalam Supervisi Pendidikan. *Jurnal Al Mabhats*, 3(1), 59–85.
- Ramayulis, R. (2006). *Ilmu Pendidikan Islam*. Jakarta: Kalam Mulia.
- Rohmah, W. D. F., Mislikhah, S., & Sutomo, S. (2024). Teachers Efforts in Evaluating Islamic Religious Education Learning Using Discussion Learning Methods. *JIE (Journal of Islamic Education)*, 9(1), 268–280. <https://doi.org/10.52615/jie.v9i1.367>
- Sabri, A. (2005). *Strategi Belajar Mengajar dan Micro Teaching*. Jakarta: Quantum Teaching.
- Saraya, A., Mardhatillah, A., Fitriani, E. N., & Adiyono, A. (2023). The Role of Islamic Religious Education Teachers: Problems in Evaluating Student Learning Outcomes in Junior High Schools. *Dharmas Education Journal (DE_Journal)*, 4(2), 565–572. <https://doi.org/10.56667/dejournal.v4i2.1060>
- Setiawan, F. H. (2022). *Problematika Guru di Madrasah Ibtidaiyah YKUI Maskumambang Gresik dalam Perspektif Supervisi Pendidikan*.
- Struyven, K., Dochy, F., & Janssens, S. (2005). Students' perceptions about evaluation and assessment in higher education: a review. *Assessment & Evaluation in Higher Education*, 30(4), 325–341. <https://doi.org/10.1080/02602930500099102>
- Sudirman, S., Wijaya, C., & Sit, M. (2023). Implementation of Teacher Development Policy In Increasing The Quality of State Aliyah Madrasah In Langkat District. *Edukasi Islami: Jurnal*

- Pendidikan Islam*, 12(1), 957–968. <https://doi.org/10.30868/ei.v11i03.33.P-ISSN>
- Suhardan, D. (2010). *Supervisi Profesional (Layanan dalam Meningkatkan Mutu Pengajaran di Era Otonomi Daerah)*. Bandung: Alfabeta, CV.
- Suryono, S. (2021). Penerapan Supervisi Kepala Sekolah Melalui Teknik Kelompok Untuk Peningkatan Kinerja Guru SMA Negeri 5 Jember. *Journal Education Research and Developmen*, 5(1), 151–164.
- Tafsir, A. (2005). *Ilmu Pendidikan Islam dalam Perspektif Islam*. Bandung: PT. Remaja Rosdakarya.
- Tjabolo, S. A., & Otaya, L. G. (2019). The Evaluation of Islamic Education Teachers' Performance. *Jurnal Pendidikan Islam*, 5(1), 25–38. <https://doi.org/10.15575/jpi.v5i1.3627>
- Trianto, T. (2011). *Mendesain Model Pembelajaran Inovatif-Progresif*. Jakarta: Kencana.
- Tugiah, & Asmendri. (2022). The Problems of Supervision of Teacher Education for Islamic Religious Education Subjects in the State Junior High School (SMP) of the West Region of Sijunjung. *INFLUENCE: International Journal of Science Review*, 4(2), 283–288. <https://doi.org/10.54783/influencejournal.v4i2.65>
- Wibowo, A., & Subhan, A. Z. (2020). Strategi kepala Madrasah dalam Meningkatkan Mutu Pendidikan. *Indonesian Journal of Islamic Educational Management*, 3(2), 108–116.
- Yüksel, P., & Yıldırım, S. (2015). Theoretical Frameworks, Methods, and Procedures for Conducting Phenomenological Studies. *Turkish Online Journal of Qualitative Inquiry*, 6(1). <https://doi.org/10.17569/tojqi.59813>
- Yusmadi, Idris, J., & Usman, N. (2011). Pelaksanaan Supervisi Pendidikan Pada Madrasah Aliyah Negeri 1 Sigli. *Jurnal Administrasi Pendidikan Program Pascasarjana Unsyiah*, 1(1), 82–95. <https://jurnal.usk.ac.id/JAP/article/view/2462/0>