

Academic Supervision in the Improvement of Teachers' Professional Competencies: Effective Practices on the Emergence

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Abstract

This study aims to identify and analyze the implementation of academic supervision in improving the professional competence of teachers. The method used is a qualitative approach with a case study design. Collecting data using observation and interview techniques, then interview data were analyzed using manifest analysis. The results show that academic supervision carried out by school principals can help, guide, and motivate teachers in improving their professional abilities, especially in the process of teaching and learning activities in the classroom. Through a systematic and well-planned supervision process, teachers are able to fully integrate and apply their various abilities in learning through input from peers. In addition, teachers can take lessons from reflection exercises which are a hallmark of teacher professionalism. Supervisors and teachers can also know and understand the importance of academic supervision for improving the professional competence of teachers and ultimately having an impact on improving student learning outcomes.

Keywords: Academic Supervision, Principal, Implementation, Obstacles, Solutions

1. Introduction

Teacher professionalism is an important determinant in the pursuit of educational excellence (Wardoyo et al., 2017; Wolf et al., 2019). As evidenced by the issuance of Law of the Republic of Indonesia Number 14 of 2005, the Government of Indonesia specifically focuses on increasing the professionalism of teachers. These competencies include pedagogic competence, personality competence, social competence, and professional competence. Teacher professionalism is determined as a competency that meets professional education standards so that a teacher is required to have a professional background and is able to carry out his duties professionally.

Teacher professionalism is the way teachers think about their profession, why they should be professional, and how they behave and apply knowledge and skills related to their profession (Wardoyo et al., 2017). Professional teacher competence according to Cooper and McIntyre (1996) is a teacher who has knowledge of learning and human behavior has knowledge of the field of study being taught and has teaching skills. Referring to the Law of the Republic of Indonesia Number 20 of 2003,, teacher competencies include learning management, potential development, academic mastery, and personality attitudes.

Teacher professionalism has been widely observed as one of the main issues in education (Jina, 2020) because one of the components that determine student learning outcomes is the teacher (Komariyah & Wahyudi, 2018). The results of research by Wajdi et al., (2018) show that professional competence has a significant effect on the effectiveness of education in schools. That is, the teacher's role is very important to achieving student achievement (Sirait, 2016). Therefore, to improve student achievement, it is necessary to increase teacher professionalism.

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Professional teachers are those who have professional abilities with various capacities as educators. According to Mulyasa (2021) professional teachers have teaching experience, intellectual capacity, morals, faith, piety, discipline, responsibility, broad educational insight, managerial abilities, skills, creativity, have professional openness in understanding the potential, characteristics, and developmental problems of students (Sanda & Amon, 2019), able to develop study plans and careers of students and have the ability to research and develop curriculum.

Professional competence of teachers is the ability of teachers to master knowledge in the fields of science, technology, art, and culture. The mastery covers the subject matter broadly and in-depth in accordance with the standard content of the educational unit program, subjects, and subject groups. In addition, teachers must also master the concepts and methods of relevant scientific, technological, or artistic disciplines that are conceptually overshadowing or coherent with the educational unit program, subjects, and subject groups to be taught. So, the professional competence of teachers can be interpreted as the ability and authority of teachers in carrying out their profession. That is, a teacher who is good at carrying out his profession can be called a competent and professional teacher.

Basically, there is a set of tasks that must be carried out by teachers in relation to their profession as teachers, the duties of these teachers are closely related to the professional competencies they have. Warman et al., (2021) argue that in carrying out a task or job, a professional person must have a commitment to the position by prioritizing service to learning citizens, and the position is a call to live, and the call to life in carrying out tasks is marked by the availability of time, commitment and make this job a living career. Teachers who have good performance are professional teachers (Bouchamma et al., 2014).

Bouchamma et al., (2014) stated that professional teachers have high teaching quality. Teachers who have qualities are characterized by working with students individually, including giving individual assignments, checking student work immediately and returning it to students, talking as often as possible with students to help students, and building and fostering intimate relationships with students. Teachers make planning and preparation for teaching, including planning and teaching strategies, conducting field practice, teacher knowledge as the main source of learning continues to be enriched with books, always teaches essential material to students.

Furthermore, teachers always use aids or media in teaching, including always using textbooks, giving assignments and skills related to practical tools, and giving assignments related to the library. Teachers also involve students in various learning experiences, including involving students in the preparation of lesson plans, giving students responsibility for all tasks assigned to them, motivating students to study diligently, and presenting various learning experiences.

Arikunto (2021) suggests that professional competence requires teachers to have broad and deep knowledge about the subject matter to be taught and mastery of methodology, namely mastering theoretical concepts, as well as choosing the right method and being able to use it in the teaching and learning process. The teacher as an educator is seen as a key factor because he interacts directly with his students in the teaching and learning process at school so the teacher is an educational component that must be fostered and developed continuously.

Various problems experienced by teachers, such as the teacher's low interest in teaching, the inability of teachers to overcome difficulties in compiling learning documents, the difficulty of teachers carrying out teaching tasks using teaching skills in accordance with the demands of the subject matter and the characteristics of the needs of students, many teachers still have not mastered technology in the renewal of the field of learning, the application of ineffective learning strategies, ineffective coaching from supervisors, the low collegial relationship of teachers in exchanging experiences regarding learning, and other problems related to learning.

All these problems will not actually happen if there is a common will to improve and improve the quality of learning. Based on this fact, teachers need guidance, in this case, teachers must be continuously supervised by their professional abilities. With continuous supervision, teachers can update their professional abilities. In other words, more systematic, planned, and sustainable coaching is needed for teachers.

The person who is closest and seen as capable of helping teachers overcome difficulties during the teaching and learning process is the principal. The leadership of a principal can more or less influence education in the school environment. The principal as the person in charge of education at the school level now has the authority and flexibility in developing programs, managing and supervising them, and has the flexibility to manage all the resources

at his disposal so that there is a significant increase in quality and productivity in providing quality learning services through professional teachers who cooperative.

Directing and guidance activities carried out by superiors in this case the principal to teachers and other school personnel who directly handle the learning of students to improve the teaching and learning situation is what is meant by supervision. In formal institutions such as schools, supervision activities can be carried out by the principal regularly and well programmed. If the aspect to be supervised is the performance of the teacher, the principal will carry out academic supervision. Through supervision activities, the problems of teaching difficulties for teachers and ways to develop teacher teaching performance will be resolved. Principals are supervisory officers in their respective schools.

The principal carries out supervision activities, one of which is through an academic supervision approach (Lorensius et al., 2021). It is said to be academic supervision because it emphasizes more on finding the causes or weaknesses that occur in the teaching and learning process, and then directly trying how to fix these weaknesses or deficiencies. This is in accordance with what Alfian et al., (2019) stated that learning supervision is a face-to-face meeting between supervisors and teachers, discussing teaching in the classroom to improve learning and professional development.

Maisyaroh et al., (2017) state that academic supervision is a form of professional assistance given to prospective teachers or teachers based on their needs through a systematic cycle of planning, careful observation, and providing immediate, objective feedback about their real teaching performances to improve their performance. their teaching skills and professional attitude. Academic supervision is a framework for development and practice. So that it is found how to teach effectively and meaningfully, making students motivated in learning, using appropriate learning models, strategies, approaches, techniques, and teaching skills according to their needs.

McGhee & Stark (2018) stated that the purpose of academic supervision is to provide effective and problem-solving learning feedback, to help teachers develop teaching skills and strategies, to evaluate teachers, and to help teachers behave well in an effort to develop professional teachers. Sagala (2011) asserts that the specific purpose of academic supervision is to provide objective feedback on the activities of teachers who have just implemented, diagnose, help solve learning problems, assist teachers in developing their competencies and skills in using learning strategies and methods, as a basis for assessing teachers on progress. Their education, promotions, and positions, assisting teachers in developing positive attitudes towards self-development and paying particular attention to the needs of teachers in learning. Therefore, it is necessary to study more deeply how academic supervision activities are carried out by school principals. Knowing this is expected to improve the quality of the teacher's learning process, and ultimately improve student learning outcomes.

2. Methodology

This research was conducted at an elementary school in Samarinda City. The approach used is descriptive qualitative with a case study design. This method is used because researchers want to know and describe the implementation of academic supervision carried out by school principals as supervisors for teachers in improving their professionalism. We use an interpretive paradigm to understand participants' experiences and actions (Kaplan, 2015). In this regard, several attempts to develop teacher professional competence were investigated. The data in this study were collected through interviews and observations (Jamshed, 2014). By utilizing the emic perspective, combined with the researcher's position, or ethical point of view, this qualitative research is expected to facilitate understanding of phenomena by focusing more on a complete and holistic picture (K. Cooper & White, 2012).

The following are questions that were used as an interview guide. How does the principal carry out academic supervision in order to improve the professional competence of teachers? What are the obstacles and solutions made in the implementation of academic supervision by the principal? All interviews were recorded and then transcribed. Interview data were analyzed using manifest analysis (Bengtsson, 2016).

In the first step, the recorded interview is played back to listen to the voice modulation and emphasis of the speaker's words. Then, the final transcript was read in its entirety over and over again. This is done to familiarize themselves with the data which allows the researcher to have a deeper understanding. In the second step, the answers to each interview question were analyzed to identify and categorize concepts. The researcher gave a different text color for

each code. This allows researchers to label raw data, analyze it, and group it thematically into a single category. Finally, drawing conclusions and conducting member checks by confirming data with informants to ensure internal validity.

In addition, to maximize the validity of the study, observations were made during the supporting learning process. Syllabus, lesson plans, textbooks, and teaching materials on Physical Education, Sports, and Health (PESH) and Catholic Religious Education (CRE) subjects used by teachers were also reviewed to provide other data sources that allow triangulation of data.

3. Results and Discussion

Broadly speaking, the academic supervision carried out by the principal as a supervisor can help, guide, and motivate teachers in order to improve their professional abilities, especially in the process of teaching and learning activities in the classroom. Meanwhile, from the teacher's point of view and assessment, the efforts made by school principals have had a considerable impact on the development of their professional competence in the form of learning activities inside and outside the classroom.

3.1. Academic Supervision in Elementary School

The implementation of academic supervision in order to improve the professional competence of teachers is carried out through three stages, namely the initial meeting stage, the class observation stage, and the feedback meeting stage. In the first stage of the initial meeting, the teacher met the principal as a supervisor in the principal's room to convey the obstacles experienced in the process of teaching and learning activities, then the principal gave directions in overcoming these obstacles after the principal and the teacher discussed plans the implementation of the learning that will be carried out, supervisors and teachers develop instruments that will be used as an assessment guide to observing the activities of the teacher's teaching and learning process. After all the tools are agreed upon, the principal and the teacher determine the time for the implementation of supervision.

At this early stage, planning activities for learning activities to be carried out are reviewing and discussing objectives, media, methods, implementation time, evaluation of learning outcomes, and matters related to the learning process. The support of the principal as a supervisor is very much needed at this stage, this is in accordance with Marsalin (2019) statement that supervision in the field of education generally refers to efforts to improve teaching and learning situations that focus on helping teachers with the ultimate goal of raising student learning expectations. At this stage, teachers and principals establish good communication, and all equipment for learning activities such as lesson plans, syllabus, learning media, learning evaluation sheets, and assessment instruments that will be used in learning observation activities have been well prepared.

The second stage is class observation. The teacher carries out learning activities that have been planned and approved by the principal. Then, the supervisor makes observations on the learning activities carried out by the teacher. Supervisors make observations and assessments of teachers using instruments that have been made and agreed upon in advance. Based on the findings of our research, the supervisor's activities in observing and assessing teachers in the process of learning activities are: 1) the supervisor and the teacher enter the classroom; 2) the teacher explains to the students the purpose of the supervisor's arrival; 3) the supervisor observes the teacher's appearance by using the observation assessment format that has been made and agreed upon; 4) during the observation the supervisor only focused on the contract agreement with the teacher. If there are important matters outside of the contract, the supervisor can make notes for further coaching.

At this stage, the supervisor carries out classroom supervision of the teacher to observe and record things that occur during the learning process and fill in the academic supervision observation instrument that has been prepared previously in the form of a checklist instrument. In accordance with the statement of Kotirde & Yuno (2015) that the implementation of classroom supervision activities is carried out directly when the teacher teaches with the aim of solving the teacher's weaknesses.

The third stage is the return meeting. At this stage the findings are obtained, namely, the teacher meets the supervisor again to evaluate the results of class observations. The steps at this stage are based on the research findings, namely:

1) the supervisor asks about the teacher's feelings when the learning process takes place; 2) supervisors provide reinforcement and motivation to teachers regarding the newly implemented learning process; 3) supervisors and teachers clarify the contracts carried out starting from the goal to the implementation of the evaluation; 4) the supervisor shows the results of the observations based on the agreed format; 5) the supervisor asks the teacher about his feelings with the results of the observation; 6) the supervisor asks the teacher's opinion about his/her self-assessment; 7) supervisors and teachers make conclusions and joint assessments in evaluating learning activities; (8) supervisors and teachers make the next coaching contract. The existence of this feedback activity is in accordance with the opinion of Kusriani et al., (2018) that in contextual academic supervision the supervisor and teacher feedback activities discuss and make alternative solutions to poor performance by improving teacher weaknesses on an ongoing basis.

McGhee & Stark (2018) suggest that in carrying out academic supervision there is a main principle that is used as the basis for each activity, namely centered on the teacher rather than the supervisor so that all initiatives and responsibilities in improving teaching skills are always adapted to the needs of the teacher. Then, the teacher-supervisor relationship is more interactive than a directive to be able to realize harmonious communication in an equal position. Finally, democratic rather than authoritative to create an atmosphere of openness between the two parties, namely supervisors and teachers. This principle must be inspired by the supervisor in every stage of the implementation of academic supervision. The goal is that the supervision atmosphere does not turn into a scary atmosphere for the teacher but becomes an open and natural atmosphere. The intended stage is the whole process in the form of a cycle starting from understanding the problem to the best efforts that must be made to overcome these problems.

In contrast to Lear (2018) the implementation of academic supervision is divided into three episodes, namely the initial meeting episode, class observation, and feedback meeting. First, the initial meeting was held before the teaching activities were carried out in an intimate and open atmosphere. The teacher does not need to be afraid of being scolded and judged to speak impolitely by the supervisor. Likewise, teachers without worrying can propose their practice plans, methods, and tools to observe their performance. The meeting is expected to end with an agreement obtained between the supervisor and the teacher.

In detail, the initial meeting was to create an intimate and open atmosphere between the supervisor and the teacher before the real purpose was discussed, discuss the lesson plans that have been made by the teacher, which include objectives, materials, teaching and learning activities, as well as evaluation tools, identify the skill components to be achieved by the teacher in teaching activities, developing observation instruments to be used, recording data in the teacher's appearance in accordance with the agreement and agreement about skills and indicators, and discussing together the instrument including its use, data to be captured, and so on. The results of this discussion are a kind of contract between the teacher and the supervisor and at the same time will become suggestions for the next stages.

The second is class observation. In this stage, the teacher teaches by applying the components of the skills that have been agreed upon at the initial meeting. Meanwhile, the supervisor makes observations using a recording device that has also been mutually agreed upon. The things that will be observed are everything that is listed in the contract book that has been mutually agreed upon in the initial meeting. The main function of observation is to capture what happened during the lesson in full so that supervisors and teachers can correctly recall the lesson with the aim that analysis can be made objectively. The main idea of this observation is to cover what happened so that well-kept records can be useful in analysis and commentary.

In carrying out this observation there are several things that must be considered. First, is the completeness of notes. Try to record as much as possible what was said and what was done during the lesson. The result is evidence for supervisors and teachers to discuss when they analyze what happened during the lesson together. The more specific what is described the more meaningful the supervisor's analysis. Second, Focus. Since it is not possible to record everything that happens in the classroom, the supervisor must select the aspects of the skills that need to be recorded. Of course, this is done with the prior approval of the teacher and supervisor. Third, take notes. Although the note-taking process must be done objectively, supervisors in this case often record comments so they don't forget. The best

way to do this is to separate comments from notes about teaching by placing them at the margins of the observation format or by using parentheses.

Fourth, the pattern is very useful for noting certain patterns of teaching behavior from the teacher that will be used in the final meeting. Fifth, make the teacher not feel anxious. At the beginning of practicing a teaching skill, the teacher is often confused the teacher, if someone is at the back of the class observing and making notes about himself. To get rid of this feeling of anxiety, in the preliminary meeting the supervisor must explain what he/she has recorded. That is why it is necessary to make an agreement or agreement about what will be observed and recorded.

Next is the return meeting. In contrast to the initial meeting which can be held several hours, even a day or earlier, before the teaching activity is carried out, the final meeting must be held immediately after the teaching activity is completed. This is necessary to keep everything that happens still fresh in the minds of both supervisors and teachers. The atmosphere of the meeting is the same as the atmosphere of the initial meeting, namely intimate, open, and free from the atmosphere of judging or judging. The supervisor presents the data in such a way that the teacher can find his own strengths and weaknesses. In this case, a supervisor's patience is required so that he or she does not fall into judging, judging, or dictating the teacher.

In more detail, the steps of this final meeting are (1) providing reinforcement and asking the teacher's feelings about what he is experiencing in teaching in general, (2) conducting a review of the lesson objectives, (3) conducting a review of the skill targets and the teacher's main concern in teaching. teaching, (4) asking the teacher's feelings about the course of the lesson based on the objectives and targets that have been checked, (5) showing the data from the observations that have been analyzed, (6) asking again the teacher's feelings after discussing the results, (7) asking the teacher's feelings about the process and learning outcomes, (8) conclude the results of achievement in teaching by comparing between contracts that are based on the desires and targets they have set, and (9) jointly determine future teaching plans in the form of encouragement to improve things that have not been mastered, as well as skills that still need to be perfected.

Our findings identify the professional competence of teachers has increased after academic supervision by the principal. This can be seen from the process of learning activities where the teacher (1) always builds and maintains good friendly relations with students; (2) make planning and preparation for teaching and ask for guidance from the principal as a supervisor so that the plans and strategies that have been made can be carried out properly and in accordance with the needs and characteristics of children; (3) always motivate and reward children so that children's learning achievement increases; (4) always use interesting and fun learning media according to the characteristics of elementary school students; and (5) always provide the widest opportunity for students to ask questions, express opinions and the teacher is happy to help students overcome the problems they face both in the learning process and outside of learning.

3.2. Obstacles experienced and solutions implemented

The obstacles experienced by teachers in the learning process are described in table 1.

Table 1. Barriers experienced by teachers

No.	Object	Problem
1.	Class 1 teacher	<ul style="list-style-type: none"> Teachers have not fully mastered classroom management. The teacher finds some students who are less calm in learning in class. Teachers still get students who are busy alone and do not focus on listening to the teacher's explanation.
2.	Class 2 teacher	<ul style="list-style-type: none"> Teachers still get some students who are less active in learning in class The teacher still gets some students who do not dare to express their opinion in front of the class
3.	Class 3 teacher	<ul style="list-style-type: none"> Teachers feel that students are still not calm/conducive in the process of learning activities. When the teacher explains the material, there are some students who are busy and

No.	Object	Problem
		have not focused on listening
4.	Class 4 teacher	<ul style="list-style-type: none"> Teachers get students who are not active in class. Teachers still get the value of students there are still below the average value. Want to know the appropriate learning methods and strategies to be applied in the classroom to make students active.
5.	Class 5 teacher	<ul style="list-style-type: none"> There are some students' scores in natural science subjects that are still below the average value. Teachers lack mastery in leading class discussions.
6.	Class 6 teacher	<ul style="list-style-type: none"> Students are less able to participate in learning activities because the way the teacher conveys the material is too fast. The teacher's explaining skills are less effective.
7.	PESH teacher	<ul style="list-style-type: none"> PESH mostly teaches practical's outside the classroom. Therefore, the teacher feels that when teaching in the classroom there are still shortcomings in explaining the material. There are still some students who do not understand the material that the teacher conveys in class. The lecture method that the teacher uses when teaching is less effective in conveying the material, thus making the students less focused on receiving the material.
8.	Catholic Religion Teacher	<ul style="list-style-type: none"> The learning atmosphere is not conducive. The results of the evaluation of students in grade 2 are more likely to score below the average.

In general, the solutions to overcome these obstacles are 1) the supervisor and the teacher choose learning methods and media that are in accordance with the material and characteristics of the students; 2) looking for the right strategy in classroom management such as seating arrangements for students, dividing students into several groups so that the learning process is more organized and comfortable; 3) the material presented is made interesting and fun so that students are excited and enthusiastic about learning which in the end there is good interaction between teachers and students; 4) the teacher provides the widest opportunity for students to discuss, argue, and ask questions about the material being studied and provide reinforcement to students so that learning becomes more meaningful; and 5) the teacher gives awards to students who have followed the lesson well so that it is hoped that this will motivate students to further improve their learning achievement.

Nurlaili et al., (2021) revealed that academic supervision can be interpreted as a face-to-face meeting process between supervisors and teachers, discussing teaching in the classroom to improve learning and professional development through collegial or peer-to-peer methods between supervisors teachers. Academic supervision, according to Kusrini et al., (2018) is a form of supervision that is focused on improving teaching by means of a systematic cycle of planning, observation, and intellectual and intensive analysis of real teaching performances, in making changes in a rational way.

Starting from the above understanding means that academic supervision places more emphasis on the importance of face-to-face relationships between supervisors and teachers so that the actual behavior of teachers in the classroom is known. The main objective is to increase the professionalism of teachers through efforts to change the expected teaching behavior. This is done in an effort to foster and change the teaching behavior of teachers so that they are always adapted to their needs. Therefore, systematic stages must be carried out, starting from the initial meeting, class observation, and final meeting in order to obtain objective data on teacher teaching behavior.

Lopez (2016) stated that supervision aims to improve the quality of learning services in a sustainable and consistent manner. In addition, supervision aims to improve teacher performance in learning and help students overcome learning problems effectively. So, the purpose of supervision is basically to provide services to teachers in improving the quality of learning in the classroom, so as to correct the shortcomings and weaknesses of teachers while teaching.

4. Conclusion

From the explanation above, it can be concluded that the implementation of academic supervision by the principal can provide various teaching skills with various models and learning methods. Through a systematic and well-planned supervision process, teachers are able to fully integrate and apply their various abilities in learning through input from peers. In addition, teachers can take lessons from reflection exercises which are a hallmark of teacher professionalism. Supervisors and teachers can also know and understand the importance of academic supervision for improving the professional competence of teachers and ultimately having an impact on improving student learning outcomes. The implementation of academic supervision that is carried out on an ongoing basis, can improve the professional competence of teachers.

Recommendations that can be given from the results of this study are that the principal as a supervisor should be quick and responsive in responding to the shortcomings experienced by teachers, immediately providing assistance and guidance with academic supervision. The implementation of academic supervision should be carried out on an ongoing basis so that the professional competence of teachers increases, the quality of the learning process becomes better and the learning achievement of students increases. Teachers and principals should establish good communication so that the process of implementing supervision runs effectively and efficiently.

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