



## Implementation of Academic Supervision of Arabic Language Teachers at MA NU Tamrinut Thullab and MA NU Assalam Kudus

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### *Abstract*

*This research aims to analyze the implementation of academic supervision of Arabic language teachers at MA NU Tamrinut Thullab and MA NU Assalam Kudus. The background to this research is the problem of Arabic language teachers who still lack skills in the learning process and the use of Arabic language learning media. With this problem, the principal supervised the school in order to provide assistance and encouragement to Arabic language teachers. This research method uses qualitative and the type of research uses comparative studies. The research results of the two madrasahs carried out supervision through several stages, namely initial meetings, learning observations, observations and evaluation (follow-up). In implementing supervision, the supervisor or head of the madrasah provides direction and encouragement to teachers to improve the*

*teaching and learning process, gives teachers direction to manage, develop and use media and learning methods in an innovative, effective and efficient manner.*

**Keywords:** *Implementation of Academic Supervision; School Principal; Arabic Language Teacher.*

### Abstrak

**Pelaksanaan Supervisi Akademik Guru Bahasa Arab di MA NU Tamrinut Thullab dan MA NU Assalam Kudus.** Penelitian ini bertujuan untuk menganalisis pelaksanaan supervisi akademik guru bahasa Arab di MA NU Tamrinut Thullab dan MA NU Assalam Kudus. Penelitian ini dilatarbelakangi oleh permasalahan guru bahasa Arab yang masih kurang kemampuan dalam proses pembelajaran dan penggunaan media pembelajaran bahasa Arab, dengan masalah tersebut diadakan supervise kepala sekolah dalam rangka memberikan bantuan dan dorongan kepada guru bahasa arab. Adapun metode penelitian ini menggunakan kualitatif dan jenis penelitian menggunakan studi komparatif. Hasil penelitian Kedua madrasah tersebut dalam melaksanakan supervisi melalui beberapa tahapan yaitu pertemuan awal, pengamatan pembelajaran Observasi dan evaluasi (tindak lanjut). Dalam pelaksanaan supervisi, supervisor atau kepala madrasah memberikan arahan dan dorongan pada guru untuk memperbaiki proses belajar mengajar, memberi arahan guru untuk mengelola, mengembangkan dan penggunaan media serta metode pembelajaran dengan inovatif, efektif dan efisien.

**Kata Kunci:** Implementasi Supervisi Akademik; Kepala sekolah; Guru Bahasa Arab.

#### A. Introduction

Education is a process related to training and development of knowledge and thinking skills obtained with formal education. Education is not only formed to adapt to the environment, but education is intended to form people and the willingness to preserve the environment (Lede, 2021, 33).

Madrasah heads have an important role in developing the educational environment. One of the important functions of a school principal is to manage educational institutions well. Supervision or supervision is something that must be completed properly by the madrasa head in order to realize good and efficient school management (Multazam, 2019, 131).

Arabic language teachers are a component of madrasas. Therefore, Arabic language teachers need direction, guidance and supervision from school principals in developing the competence of Arabic language teachers, which is the problem with Arabic language teachers at MA NU Tamrinut Thullab and MA NU Assalam Kudus, namely Arabic language teachers who still lack skills in the learning process and use of Arabic language learning media. One of the efforts to develop Arabic language teachers is the implementation of academic supervision,

Academic supervision itself is an effort made to improve student learning competence and teacher teaching abilities. If we examine it, academic supervision is the obligatory task of school principals to continuously improve the competence of Arabic language teachers in schools. By carrying out academic supervision in a programmed and continuous manner, quality learning process services will be achieved (Bano, 2018, 2019).

## **B. Methodology**

The research method is a way to collect data to solve the problem to be discussed. One method used to collect data is the comparative study method. Comparative studies are research that seeks to find similarities and differences about objects, about people, about work procedures, about ideas, criticism of people, groups, of an idea or a work procedure. A comparison of MA NU Tamrinut Thullab and MA NU Assalam shows how the research location uses academic supervision. The principal is in charge of academic supervision and acts as an observer so he knows all aspects of academic supervision management. Because he receives academic supervision, the teacher is used as a resource. Meanwhile, passive participant observation, unstructured in-depth interviews, and documentation studies were used in data collection methods. Data analysis techniques are carried out in four stages, namely data collection, data reduction, data presentation, and drawing conclusions or verification.

## **C. Discussion**

### **1. Academic supervision**

Etymologically, the word supervision comes from English, namely supervision, which means supervision. This word comes from two words, namely super and vision, which means looking carefully at the work as a whole (Mansyur, 2021, 109).

Meanwhile, the word academic comes from English, namely academy, the word academic in the school context is associated with everything related to the mastery of knowledge that must be mastered by students after following the learning process and other things related

to that, for example the preparation of academic learning schedules and syllabi. As it was discovered that a school principal, in carrying out academic supervision, only came to school with performance measurement instruments. Then go to class to measure the work of the teacher who is teaching (Mansyur, 2021, p. 19).

However, supervision in this case aims to monitor subordinates' mistakes or strengths. What is seen as wrong needs to be corrected and what is seen as good needs to be improved. Thus, the essence of supervision is service and direction from superiors to improve the quality of subordinates in their work.

According to Peter Oliva, quoted by Moch Yasykur in the Education Journal, explaining that monitoring or supervision is described as a service provided to teachers to improve their performance in the learning process. In this case the student becomes the final object as the recipient of the learning process (Moch Yasykur, 2019, 687).

As Allah SWT says in QS. Al\_Baqarah verse 30 as follows: (Department of Religion RI, 2015, 14)

وَإِذْ قَالَ رَبُّكَ لِلْمَلٰئِكَةِ اِنِّيْ جَاعِلٌ فِى الْاَرْضِ خٰلِفَةً ...

... And when your Lord said to the angels, "Indeed, I will place a successor on earth."

Meaning "And remember when your Lord said to the angels: "Indeed I want to make a caliph on the face of the earth..." (QS. Al Baqarah/1: 30).

Allah SWT. Telling about His gift to the Children of Adam, namely as noble creatures; they were mentioned among the highest beings, namely the angels, before they were created. Indeed, I want to make a caliph on earth; namely a people, some of whom replace others one after another, century after century, and generation after generation.

The connection between supervision and this verse means that Allah gives skills to supervisors or supervisors, that Allah makes humans as leaders to carry out their duties and functions as humans on earth. So it can be formulated that supervision is nothing other than an effort to provide services to teachers both individually and as a group in an effort to improve teaching. The key word for supervisors in the end is providing service and assistance.

Thus, academic supervision is very important and must be carried out continuously by the school principal for educators. Academic supervision which leads to the control and

development of the academic field through activities and learning processes at school so that student learning outcomes become better

## **2. Academic Supervision Methods**

There are two methods of academic supervision that supervisors can use. These methods are differentiated between individual and group ones. First, individual supervision methods is supervision given to certain teachers who have specific and individual problems. Such as class visits and observations. Second. Group Supervision Method is a way of implementing a supervision program aimed at two or more people (Ministry of National Education, 2019, 7).

## **3. Academic Supervision Steps**

First, Pre-observation meeting (initial meeting) at this initial meeting it is hoped that there will be friendly communication between the supervisor and the teacher, so that the teacher will no longer feel awkward. At this initial meeting, it was mutually agreed on the preparations made by the teacher, the implementation time plan, and the instruments that would be used. Second, Observation (Learning observation). When carrying out learning observations, the supervisor allows the teacher to carry out activities according to what has been prepared. Supervisors only observe and record teacher and student activities as they are without personal interpretation. Third, Post Observation (feedback meeting). This stage is carried out after the supervisor has finished making observations. The return meeting was held directly that same day.

### **a. Academic Supervision of MA NU Tamrinut Thullab and MA NU Assalam**

#### **1) Implementation of Academic Supervision of MA NU Tamrinut Thullab**

Academic supervision is the direction of activities carried out by the school principal to teachers in order to develop their abilities in managing the learning process. This was stated by the head of MA NU Tamrinut Thullab Kudus that "Supervision is an assistance activity from school leaders which aims to develop the potential of teachers and other school personnel in achieving educational targets. The form of this activity is in the form of supplements, encouragement, direction, guidance to grow teacher competence. Such as developing teaching and learning methods, the use of learning media and ways of evaluating student learning." Based on this statement, academic supervision is a form of activity carried out by the school principal for teachers or subordinates in order to develop their competence in the learning process.

Academic supervision is chosen and carried out by the school principal not without reason or need. Academic supervision is mandatory as part of a school principal's duties. Therefore, academic supervision is very important to improve and develop the quality of learning of teachers in schools. This was stated by the head of MA NU Tamrinut Thullab

## 2) Initial Meeting

Supervision is carried out by the school principal to guide and direct the growth of teachers in the school, both individually and collectively. This is done in order to better understand and be effective in carrying out the teaching function. Furthermore, in its implementation, the principal stated as follows: "Planning for the supervision program first begins with a joint meeting at the beginning of the school year with teachers of other subjects. In this activity, several learning tools were prepared, such as making lesson plans, promissory notes, learning media including Arabic language learning media. Then at the teacher meeting, the targets that must be achieved are carried out. Apart from that, before carrying out supervision from the start of the school year, I also prepared academic supervision instruments." This statement was further strengthened by Mr. Sulhadi, speaking Arabic, he said that at the initial meeting the principal had directed and arranged supervision well starting from the targets to the schedule to be supervised. At the beginning of the year, teachers are required to make lesson plans. "This is done so that the learning process is in accordance with what was planned and in accordance with the Arabic language learning targets."

From the explanation above, it can be seen that at the initial meeting, the principal in supervising academics, Arabic language teachers are required to prepare in advance both learning tools, learning media and learning materials. This academic supervision planning has been scheduled according to the targets of Arabic language teachers in each class so that with academic supervision all Arabic language teachers are supervised.

## 3) Observation (Implementation of Supervision)

There are two ways to carry out academic supervision. This is explained in theoretical and practical educational supervision that supervision techniques are grouped into 2 groups, namely individual and group supervision techniques (Mushlih & Suryadi, 2018, 101). In carrying out academic supervision at MA NU Tamrinut Thullab Kudus, it is carried out once a semester using individual techniques. Mr. Selamat The head of the madrasah said in his interview that "I carry out academic supervision using individual techniques. Individual techniques include class visits and observations. "Class visits are a teacher coaching technique

by the head of the madrasah in order to observe and monitor the implementation of the teaching and learning process, so that data can be obtained to be used as evaluation material."

One way to supervise class visits is without notifying the teacher concerned first. This is done with the specific intention of knowing the real conditions or problems experienced by a teacher. This explanation was also expressed by the Arabic language teacher Mr. Sulhadi that the head of the madrasah often monitors or supervises teachers using spontaneous methods without informing them first, he suddenly enters the class and checks the condition of the class while looking at the condition of the students.

Next, the supervision implementation technique uses observation. Observations carried out simultaneously with class visits are activities carried out by the school principal to review and monitor teachers who are teaching in class. The principal as supervisor carries out a review using instruments aimed at teachers who are teaching in class in order to obtain objective data (Sahertian, 2010, 24). In this technique the principal observes whether the teacher is in accordance with the RPP that has been made or not yet. This is in accordance with what was stated by the head of the madrasah Mr. Selamet explained that "In carrying out observations, I looked more closely at the teacher in teaching, whether the teacher was in accordance with what was conceptualized or not. With this observation, I know more about mastery of the material, methods and learning models used by a teacher. Apart from that, I also observe the condition of the class, whether the children feel bored or not, whether the teacher can create a pleasant atmosphere or not." In line with that, the headmaster carried out observations in order to observe the learning process, so the Arabic language teacher, Mr. Sulhadi also explained that he reviewed the class whether the teacher being supervised had complied with the RPP or not, apart from that he also reminded the teacher supervised to emphasize a learning process that is fun and not boring."

From the results of the explanation above, it can be concluded that the head of the madrasah, in carrying out academic supervision, uses individual supervision techniques by visiting classes and observing. The madrasa head carried out this activity with the aim of monitoring and reviewing the teacher's learning process. Apart from reviewing, he also assesses how far the teacher can control and enliven the class atmosphere so that students do not get bored during the learning process. In this way, the madrasa head knows the teacher's shortcomings while he is teaching.

#### 4) Evaluation (Follow-up)

Evaluation is the process of collecting information in order to find out whether the learning process has achieved the target or not. It is hoped that the supervision evaluation carried out will help teachers deal with problems or problems they have during the learning process. Apart from that, evaluation is also a measuring tool to determine a teacher's performance and the results can be known and can be used as input to improve the quality of learning so that it can be achieved effectively and efficiently. Based on the results of an interview with the head of the madrasah Mr. Selamat said that "In carrying out the evaluation, I prepared more instruments for the teachers I supervised." This instrument is used to assess oneself. Indeed, I deliberately made an instrument for the teacher concerned to fill out. After everything was filled in, I matched it with my observations and visits during class. In this way, I know the shortcomings or problems of the teacher concerned.

Furthermore, he also added that to follow up on a teacher's problems in the learning process, I am more involved in coaching or directing by providing input and motivation to continue to improve the learning process. Coaching is carried out so that teachers always improve the quality of the learning process by using teaching aids, appropriate learning methods, media, improving academic administration, completing learning instruments, carrying out **assessments, improvements and enrichment.** “

From this explanation, the head of the madrasah, when carrying out academic supervision evaluations, always directs and develops teachers well. In his coaching, he added to the teacher's shortcomings during the learning process, such as the use of learning media, learning methods and learning evaluation. During the supervision evaluation, the madrasa head coaches and directs the teacher in a relaxed manner so that the relationship between teacher and supervisor is friendly.

## **b. Implementation of Academic Supervision of MA NU Assalam**

### **1) Initial meeting**

In a program, especially in a madrasah program, if you have good planning, it will run smoothly, as well as academic supervision. Academic supervision is a chain of activities that must be prepared carefully.

A program or activity will run well if it has good planning, as well as academic supervision. This is because academic supervision is a complex series of activity processes starting from planning, implementation and evaluation (PRATAMA, 2022, 22). Therefore, supervision planning must be effective and systematic. In this case, the head of MA NU Assalam Kudus, Mr. Suyanto stated that "Planning for academic supervision at MA NU Assalam Kudus



is carried out at the beginning of the school year with a team appointed by the head of the madrasah.”

From the explanation above, the academic supervision of madrasah heads in planning supervision is carried out at the beginning of the year using standards set by the government. The supervision planning is carried out by the head of the madrasah together with an agreed team and contains an implementation schedule and instruments to be used.

## 2) Observation (Implementation)

The implementation of academic supervision carried out by the head of the madrasa has various methods, one of which is informed in advance or scheduled and some is spontaneous. Scheduled supervision is academic supervision arranged with a team of supervisors which is carried out once a semester. This explanation is in line with the statement of the head of the MA NU Assalam Kudus madrasah that "In carrying out academic supervision, I first check the supervision instruments such as lesson plans made by the teacher. I do this in order to know the description of the plan that will be carried out by the Arabic language teacher so that I can find out the shortcomings. **Deficiencies during the learning process**". The implementation of academic supervision by the madrasa head always leads to guidance and encouragement so that a teacher is motivated to make improvements in the learning process. In this case, it was also explained by the class

From this explanation, the head of the madrasah and the team in carrying out academic supervision always direct and encourage them to provide an overview of the learning process. Apart from that, in implementation he also always provides solutions to every teacher's problem so that the learning process is active and creative.

Furthermore, in academic supervision activities, madrasa heads have several methods for supervising teachers, namely individually and in groups (Mushlih & Suryadi, 2018, 102). In implementing supervision at MA NU Assalam Kudus, individual methods are used. This statement was explained by Mr. Suyanto that in carrying out academic supervision the principal uses individual techniques by means of class visits and observations as well as group techniques by means of deliberation with Arabic language subject teachers. This strengthens the class XII Arabic language teacher Mr. Musyafa', regarding the principal supervising teachers that "The madrasah principal supervises using individual techniques in carrying out class visits, the madrasah principal gives news in advance so that the teacher is **ready and focused on teaching**".

He also added in his interview with the class in his observations he observed methods, media and learning evaluation in teaching so that he knew the facts, atmosphere and problems in the class.

It was further confirmed in the statement above by the class starting from the teacher's way of teaching, the media used, and class mastery become the main focus of observation. Apart from that, there are also characteristics of students' behavior when taking part in learning

From this explanation, in carrying out supervision, madrasah heads use individual techniques. In implementing individual method supervision with class visits and observations. The important point obtained was that the head of the madrasah observed by sitting at the back of the class. This was done by the head of the madrasah to find out the state of the class atmosphere. So that in the classroom you know about how the teacher teaches, teaching media and so on.

### 3) Evaluation (Follow-up)

Evaluation or follow-up in academic supervision is used to measure and evaluate teachers by the supervisor in this scope, the madrasa head. This evaluation takes the form of providing reinforcement and appreciation if the teacher under academic supervision has met the standards or for teachers who have not met the standards, the principal must convey this in a wise and educational way (Mushlih & Suryadi, 2018, 108). In the evaluation or follow-up process of academic supervision, the head of the madrasah stated that "After carrying out academic supervision, of course it will be followed by evaluation or follow-up to the teachers being supervised. "The form of supervision evaluation depends on the teacher's personality, meaning that each teacher is different, among the forms of evaluation there are those who are individually called and given input and those who are asked to take part in learning training."

This statement was further strengthened by Mr. Musyafa', a class learning method by attending workshops either online or offline.

From the statement above, it is clear that the implementation of follow-up evaluations of academic supervision is different for each teacher. This happens because each teacher has different problems, of course in providing mobilization and guidance by the madrasa head is also different. As for providing follow-up coaching in the form of recommendations in the form of further training.

In connection with the evaluation and follow-up of academic supervision by the madrasa head, one of the class "In that case, it would be more advisable for me to actively

participate in the Arabic language MGMP, because there are several kinds of discussions there to develop the potential for creating questions or evaluating student learning."

The statement above concludes that at the evaluation stage the academic supervision given to teachers needs to be given guidance based on the results of each teacher's supervision. From these results there are problems with learning methods and lesson plans. After follow-up coaching is carried out, the madrasah head knows the teacher's shortcomings so that the madrasah head can provide solutions and direction.

#### **4. Implementation of Academic Supervision of MA NU Tamrinut Thullab and MA NU Assalam**

Based on the research results and description of the research data above, the researcher gets an idea that the implementation of academic supervision carried out by these two madrasas has no less significant differences.

As for the implementation of academic supervision, there are several stages, namely planning, implementation, and evaluation or follow-up (Mansyur, 2021, 109). At MA NU Tamrinut Thullab and MA NU Assalam have implemented several stages of academic supervision as follows:

##### **1) Supervision planning**

Supervision planning is carried out by a supervisor, this initial meeting is held before the observation is carried out. This meeting aims to establish communication between teachers and supervisors (Nasution et al., 2020, 25). At this meeting, the time and instruments to be used are also agreed upon. Supervision planning at MA NU Tamrinut Thullab Kudus begins with a meeting at the beginning of the year during which the activity prepares RPP prota, learning media including Arabic language learning media as well as creating an academic supervision schedule.

Meanwhile, academic supervision planning at MA NU Assalam Kudus, academic supervision planning is prepared at the beginning of the school year with several teams appointed by the head of the madrasah. In these preparations, the madrasa head and his team prepared several schedules and supervision instruments.

##### **2) Implementation of supervision**

The implementation of academic supervision focuses on learning activities. At the beginning of the activity, the principal monitors the learning plans and completeness prepared

by the teacher with the aim of making the madrasah principal aware of the learning activities that the teacher will carry out (Bano, 2018, 222). In the implementation of academic supervision at MA NU Tamrinut Thullab the madrasah principal uses techniques class visits and observations. During this visit, the head of the madrasah spontaneously did not notify the teacher concerned. This is done in order to truly know the conditions or problems experienced by a teacher. During class visits, the madrasa head also monitors the conformity of the teacher's learning process with the RPP. Furthermore, in carrying out academic supervision, the head of the madrasah also uses observation. By observing, the madrasa head knows more about the teacher's condition regarding mastery of the material and knows the level of students' understanding of the material taught by the teacher. In this way, the madrasa head knows the condition of teachers and students in the learning process so that he provides direction and encouragement to teachers regarding a good and efficient learning process.

Meanwhile, in carrying out academic supervision at MA NU Assalam Kudus, the madrasa head also uses individual techniques, namely class visits and observation. During this class visit, the madrasa head enters the class and sits at the back and monitors and checks the lesson plans that have been made by the Arabic teacher. In carrying out academic supervision, the head of the madrasah provides information in advance to the teacher concerned so that the teacher is ready and focused on teaching. During the visit by the head of the madrasah and his team, he saw how the teacher taught and his methods in delivering Arabic language subjects. Apart from that, in his observations he also observed the condition of the students, whether the class atmosphere was saturated or not. Therefore, he guides and provides input regarding the learning process and mastery of the class.

### 3) Evaluation (follow-up)

Evaluation or feedback is part of what is carried out after supervision. This section is carried out after the analysis and evaluation of academic supervision (Mansyur, 2021, 123). Evaluations carried out on teachers are usually carried out at the same time as follow-up activities. The evaluation of academic supervision at MA NU Tamrinut Thullab Kudus was carried out after the supervision was completed. In his actions, a madrasa head in evaluating academic supervision of teachers, he provided checklist which is filled in by the teacher concerned, after which the head of the madrasah checks the suitability between his observations and checklist from the Arabic teacher. Furthermore, after the results are received, he internally provides mentoring, input and coaching in a friendly and relaxed manner regarding problems and deficiencies during the learning process to the Arabic language teacher.

Meanwhile, in the evaluation of academic supervision at MA NU Assalam Kudus, the evaluation varies depending on the problems of each teacher. This is because the evaluation of Arabic language teachers is in accordance with the instruments used by madrasas. Evaluation or follow-up from the madrasa head to the Arabic language teacher is carried out individually. In the evaluation, Arabic language teachers received different guidance and direction, including improving lesson plans, recommending attending workshops and being active in MGMP. All of this is given input to the head of the madrasah in order to improve the quality of learning.

#### **D. Conclusion**

According to researchers, the implementation of academic supervision at MA NU Tamrinut Thullab Kudus and MA NU Assalam Kudus has proceeded according to the stages of supervision. The two madrasas carry out supervision through several stages, namely initial meeting, learning observation, observation and evaluation (follow-up). In implementing supervision, the supervisor or head of the madrasah provides direction and encouragement to teachers to improve the teaching and learning process, gives teachers direction to manage, develop and use media and learning methods in an innovative, effective and efficient manner.

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