



Implementation of Mentoring Methods in Improving the Professionalism of School Principals in Elementary Schools at Tapung Hilir Districts of Kampar

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ABSTRACT

This paper discusses the low professionalism of school principals in elementary schools in Tapung Hilir Districts of Kampar. Based on temporary observations, it is generally seen that school principals, especially in elementary schools in Tapung Hilir Districts of Kampar, do not meet the qualifications of professional principals. It indicates that 1) the appointment of school principals was not transparent, 2) the low mental level of school principals was characterized by a lack of motivation and enthusiasm in carrying out their duties, 3) principals often came late, and 4) the principal's insight did not appear to be broad. The type of research is School Action Research with a Kemmis and Mc model research design. Taggart is a spiral from one cycle to the next. The research population involved 11 school principals in SD in Tapung Hilir Districts of Kampar and the entire population was used as a sample. Based on the description of data processing and discussion, it was concluded that the professionalism of school principals in cycle I was 71.8% with the good category and in cycle II it increased to 83.9% with the good category. This means that the mentoring method is able to increase the professionalism of school principals in elementary schools in Tapung Hilir Districts of Kampar and is said to be successful.

Keywords: principal professionalism, mentoring methods, elementary school

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INTRODUCTION

One factor in the low quality of education in our country is due to less competent teaching staff. So that efforts to make the nation's life smarter are difficult to realize and ultimately ignorance will have an impact on poverty. For this reason, school principals as a component of education must demonstrate their quality as educators who are experts in their field (Riana, Berliani & Dagau, 2020; Nababan et al., 2020). There are two educational concepts related to teaching, namely learning and learning, the concept of learning is rooted in the students and the concept of learning is rooted in the educators. Education is an important means of supporting successful development, the quality of education determines the quality of human resources (Syamsuddin, 2018). Education is a change that occurs in individuals and human behavior which includes changes in knowledge, attitudes and behavior (Usmaedi & Alamsyah, 2016).

The development of science, technology, arts and culture has also penetrated the world of education, thus requiring a professional school principal. For this reason, school principals are faced with the challenge of implementing educational development in a directed and sustainable manner. Principals as leaders of school institutions have a big role in increasing school progress, because the principal's job is to supervise activities that have been programmed by the school so that they become focused, directed and worked well (Yusron, 2018). Increasing the professionalism of school principals needs to be carried out in a sustainable and planned manner by looking at existing problems and limitations, because school principals are educational leaders who are also responsible for increasing the professionalism of educators (school principals) and other educational staff. A professional school principal will know the needs of the world of education. In this way, the school principal will make adjustments so that education develops and advances in accordance with development needs and advances in science and technology (Setiawan et al., 2020).

In efforts to improve the quality of schools and the professionalism of school principals there must be parties who play a role in improving this quality, and those who play a role in increasing the professionalism of school principals are school supervisors who are also educational leaders who together with the principal have responsibility for school development, the principal is also the holder of control in school management which will bring the school he leads to be better or vice versa (Laoli, 2023). In carrying out their various duties, each school principal certainly does not have the same abilities, both in terms of organizing school management or in terms of the personal abilities of the school principal. Supervision activities or supervision techniques, which are competencies that must be possessed by a school principal, have not yet received a proportional part in a school principal's activity agenda. In fact, this supervision really supports the development of educational staff, namely school principals in school organizations (Priansa et al., 2014).

The main activity of education in schools is to make students' education better, with fun learning activities it will make students more interested and improve their learning outcomes. This is related to increasing teacher professionalism which can be done using an academic supervision approach (Sabandi, 2013). Because one of the causes of problems in educational management is teaching practices that focus more on mastering the material rather than equipping students from a competency perspective (Rahman, 2021). In carrying out their various duties, each school principal certainly does not have the same abilities, both in terms of organizing school management or in terms of the personal abilities of the school principal. Supervision activities or supervision techniques, which are abilities that must be possessed by a school principal, have not yet received a proper part in a school principal's activity agenda. In fact, this supervision really supports the development of educational staff, namely school principals in school organizations (Suhandi, 2017).

A preliminary study conducted by researchers at State Primary Schools in Kampar Kiri Tengah District, Kampar Regency, illustrates that in general the principals in this field of study are alumni of principal education institutions (Faculty of Principal Education and Educational Sciences, this is marked by a diploma and AKTA IV teaching certificate that they have obtained. Considering that the principals are alumni of principal education institutions (Faculty of School Principalship and Educational Sciences), this means that in general they have mastered the fields of study under their care, educational sciences, as well as matters related to the learning process. Based on temporary observations In elementary schools in Tapung Hilir District, Kampar Regency, it is generally seen that principals, especially in SDs in Tapung Hilir District, Kampar Regency, do not meet the qualifications as professional school principals. This phenomenon is found to include: 1) The appointment of school principals is not transparent, 2) The head's mentality is low. schools characterized by a lack of motivation and enthusiasm in carrying out tasks, 3) The principal often arrives late, 4) The principal's insight does not appear to be broad.

A phenomenon that often occurs is that teaching staff, especially at State Elementary Schools in the Kampar Kiri Tengah District, Kampar Regency, do not yet meet the qualifications as competent school principals, especially pedagogical competencies related to learning management. For example, school principals have not been able to utilize learning technology or have not been able to prepare learning plans well. Even though the school principal no longer acts as a presenter of information, he must also be able to act as a facilitator, motivator and guide who always strives to maximize the potential development of students. Assistance to school principals is needed to improve the performance of school principals, one of which is the function and role of the principal as a supervisor (Laka, 2021).

The achievement of educational goals is very dependent on the leadership skills and wisdom of the school principal who is one of the educational leaders. With the professionalism of the school principal, the professional development of educational staff is easy to do because in accordance with his function, the principal understands the needs of the school he leads so that the principal's competence does not just stop at the competency he previously had, but increases and develops well so that the principal's professionalism will be realized. (Sulistiyorini, Parmin, & Samadhy, 2017).

Thus, a school principal is required to have superior competence in his field, whether pedagogical, personal, social or professional competence must be possessed by a school principal as an educator. The issue of the pedagogical competence of school principals is one of the competencies that every school principal must have at any level of education (Nababan et al., 2020). So, based on these problems, the aim of this research is to increase the professionalism of school principals, including by implementing mentoring methods.

METHOD

This type of research is School Action Research located in SD Tapung Hilir District, Kampar Regency, when this research was carried out in February 2023, it was aimed at school principals. The main reason is from observations and information in the field, that the professionalism of school principals is still relatively lacking. This research was conducted in two cycles. Kemmis and Mc model research design. Taggart that is spiral from one to another cycle Which next. Every cycle blanket *planning* (plan), *action* (action), *observation* (observation), and *reflection* (reflection) (Arikunto, 2016). The population in this study were all school principals in SD in Tapung Hilir District, Kampar Regency, totaling 11 people and the entire population was used as a sample.

Planning/preparation

In the planning or preparation stage for this action, the steps taken are as follows: Developing operational objectives, creating worksheets and compiling school principal worksheets to determine the professionalism of the principal, preparing an observation format for the learning process consisting of situations of teaching and learning activities, activeness school principals in learning, prepare a school principal professionalism measurement sheet.

Action Implementation

Focusing attention on school principals, consolidating school supervisors, principals and principals regarding targets, schedules, materials and mentoring strategies, monitoring the suitability of principals' follow-up plans (RTL) with implementation in schools, providing motivation to grow openness and confidence . , and the school principal's acceptance of learning tools, exploring various obstacles regarding the concept of learning tools in the preparation of programs, implementation and evaluation of the school principal's learning, exploring various responses of educators and education staff as well as parents regarding learning materials, facilitating problem solving related to obstacles faced, providing reinforcement regarding the principal's belief and acceptance of the program model, implementation and assessment of learning, observing the implementation of learning carried out by the principal, together with the principal and school supervisors, providing consultation, modeling and coaching services regarding implementation of learning carried out by the principal both directly and online, providing reinforcement regarding the principal's confidence and acceptance of learning approaches, models and assessments, monitoring the implementation of learning programs according to the lesson schedule prepared and the application of scientific, discovery learning and project *based learning approaches learning* , facilitating problem solving related to the implementation of learning, both directly and online, compiling mentoring reports, submitting mentoring reports to school supervisors

Observation

The observations or observations made in this research were carried out by colleagues who were willing to become observers in this research using the observation format provided. Aspects observed include the professionalism of the school principal and mentoring.

Reflection

After the learning improvements are carried out, researchers and observers collaborate and analyze the results of the learning process carried out, so that the successes and weaknesses of the learning that have been implemented are known. The results of the data analysis are used as a basis for the next cycle, so that between cycle I and cycle II there is continuity and it is hoped that the weaknesses in the first cycle can be used as a basis for improvement in the next cycle.

Data collection technique

Meanwhile, the way to collect it is by making observations as follows:

Implementation of Assistance :

Table 1. Classification of Mentoring Implementation

No	Classification	Percentage (%)
1	Very good	81 - 100
2	Good	61 - 80
3	Enough	41 - 60
4	Not enough	21 - 40
5	Very less	0 - 20

Source: Suharsimi Arikunto (2009)

Professionalism of the school principal

Table 2. Classification of Principal Professionalism Measurements

No	Classification	Percentage (%)
1	Very good	81 - 100
2	Good	61 - 80
3	Enough	41 - 60
4	Not enough	21 - 40
5	Very less	0 - 20

Source: Suharsimi Arikunto (2009)

Data analysis technique

The data analysis technique in this research is to use the percentage formula (Anas Sudijono, 2004) as follows:

$$p = \frac{f}{n} \times 100\%$$

Information:

f = The frequency the percentage is being searched for

n = Number of Cases (number of frequencies/number of individuals)

P = Percentage number

100% = Fixed Number

RESULTS AND DISCUSSION

Cycle I

The results of research observations regarding the activities of researchers who at that time provided direction will be described in table 3 below:

Table 3. Implementation of Mentoring in Cycle I

No	Assessment aspect	Alternative				
		SB	B	S	J	SJ
1	Focus attention on the principal		√			
2	Consolidation of school supervisors, principals and core teachers regarding targets, schedules, materials and mentoring strategies			√		
3	Monitoring the conformity of the principal's follow-up plan (RTL) with implementation in the school			√		
4	Providing motivation to grow openness, confidence and acceptance of school principals regarding learning tools			√		
5	Exploring various obstacles regarding the concept of learning tools in program preparation, implementation and evaluation of school principals' learning		√			
6	Exploring various responses from educators, education staff and parents regarding learning materials		√			
7	Facilitate problem solving related to the obstacles faced			√		
8	Provide reinforcement regarding the principal's belief and acceptance of the program model, implementation and learning assessment			√		
9	Observe the implementation of learning carried out by the school principal, together with the main school principal and school supervisor		√			
10	Providing consultation, modeling and coaching services regarding the implementation of learning carried out by school principals both directly and online			√		
11	Provide reinforcement regarding the principal's belief and acceptance of learning approaches, models and assessments			√		
12	Monitoring the implementation of learning programs according to the lesson schedule prepared and the application of scientific learning approaches, discovery learning, and project based learning		√			
13	Facilitate problem solving related to the implementation of learning, both directly and online		√			
14	Prepare mentoring reports		√			
15	Submit a mentoring report to the school supervisor		√			
Amount			32	21		
Percentage			70.67%			

Source: Observation Data, 2023

From the table above, we can see the scores obtained by researchers in implementing mentoring after comparing them with the classification standards established in Chapter III. Research activities in

cycle I received a score of 53 with a less than perfect category or a percentage of 70.67%. Then from the table above it is also known that the weaknesses of researchers through the mentoring method based on the activities observed are: Focusing attention on the principal is in the Good category, consolidation of school supervisors, principals and core teachers regarding targets, schedules, materials and mentoring strategies is in the Medium category, monitoring the conformity of the principal's follow-up plan (RTL) with implementation in the school is in the Medium category, providing motivation to grow openness, confidence and acceptance of school principals regarding learning tools, is in the Medium category, exploring various obstacles regarding the concept of learning tools in program preparation, implementation and evaluation of school principal learning, is in the Good category, exploring various responses from educators, education staff and parents regarding learning materials, is in the Good category.

Besides that facilitating problem solving related to the obstacles faced, is in the Medium category, providing reinforcement regarding the principal's confidence and acceptance of the program model, implementation and assessment of learning, is in the Medium category, observing the implementation of learning carried out by the principal, together with the principal and school supervisor, is in the Good category, providing consultation, modeling and coaching services regarding the implementation of learning carried out by school principals both directly and online, is in the Medium category, providing reinforcement regarding the principal's confidence and acceptance of learning approaches, models and assessments, is in the Medium category, monitoring the implementation of learning programs according to the lesson schedule prepared and the application of *scientific learning approaches*, *discovery learning* and *project based learning*, is in the Good category, facilitating problem solving related to the implementation of learning, both directly and online, is in the Good category, compile a mentoring report, is in the Good category, submit a mentoring report to the school supervisor, be in the Good category. Provide reinforcement regarding the principal's belief and acceptance of learning approaches, models and assessments. Then, to find out the professionalism of the school principal, you can see the results of the following assessment:

Table 4. Professionalism of school principals in Cycle I

No	Indicator	Percentage
1	Able to take the lead in mobilizing all existing resources in the school so that it can produce a high work ethic and productivity to achieve goals	74.5%
2	Able to disseminate and share information with teachers	70.9%
3	Able to try to improve the appearance of the school through various new programs	72.7%
4	Able to hold talks and deliberations with outside parties in meeting school needs	69.1%
Average		71.8%

Source: Observation data, 2023

From the data above, it can be concluded that the percentage obtained from the professionalism aspect of the school principal obtained an average achievement percentage of 71.8% or in the quite good category. For more details, please pay attention to the following description: Able to lead to mobilize all existing resources in the school so that it can produce a high work ethic and productivity to achieve goals,

amounting to 74.5%, able to disseminate and share information with teachers, 70.9%, able to try to improve the appearance of the school through various new programs, 72.7%, able to hold discussions and deliberations with outside parties in meeting school needs, 69.1%. The results of data analysis for each step in implementing the action are described by the author at this stage. So according to the research results, it cannot be said to be successful because the scores obtained can still be improved. The overall professionalism of school principals has only reached 71.8%. Meanwhile, other aspects also still require correction and improvement in the next cycle, namely cycle II.

Cycle II

The results of research observations regarding the activities of researchers who at that time provided direction will be described in table 5 below:

Table 5. Implementation of Mentoring in Cycle II

No	Assessment aspect	Alternative				
		SB	B	S	J	SJ
1	Focus attention on the principal		√			
2	Consolidation of school supervisors, principals and core teachers regarding targets, schedules, materials and mentoring strategies		√			
3	Monitoring the conformity of the principal's follow-up plan (RTL) with implementation in the school		√			
4	Providing motivation to grow openness, confidence and acceptance of school principals regarding learning tools		√			
5	Exploring various obstacles regarding the concept of learning tools in program preparation, implementation and evaluation of school principals' learning	√				
6	Exploring various responses from educators, education staff and parents regarding learning materials		√			
7	Facilitate problem solving related to the obstacles faced		√			
8	Provide reinforcement regarding the principal's belief and acceptance of the program model, implementation and learning assessment		√			
9	Observe the implementation of learning carried out by the school principal, together with the main school principal and school supervisor		√			
10	Providing consultation, modeling and coaching services regarding the implementation of learning carried out by school principals both directly and online		√			
11	Provide reinforcement regarding the principal's belief and acceptance of learning approaches, models and assessments		√			
12	Monitoring the implementation of learning programs according to the lesson schedule prepared and the application of scientific learning approaches, discovery learning, and project based learning	√				
13	Facilitate problem solving related to the implementation		√			

	of learning, both directly and online		
14	Prepare mentoring reports	√	
15	Submit a mentoring report to the school supervisor	√	
Amount		25	40
Percentage		86.67%	

Source: Observation Data, 2023

From the table above, we can see the scores obtained by researchers in implementing mentoring after comparing them with the classification standards established in Chapter III. Research activities in cycle I received a score of 65 with a less than perfect category or a percentage of 86.67%. Focusing attention on the principal is in the good category, consolidation of school supervisors, principals and principals regarding targets, schedules, materials and mentoring strategies. is in the good category, monitoring the conformity of the principal's follow-up plan (RTL) with implementation in the school. is in the good category, providing motivation to grow openness, confidence and acceptance of the principal regarding the material presented. is in the good category, exploring various obstacles regarding the concept of learning tools in program preparation, implementation and evaluation of school principals' learning. is in the good category, explore the various responses of educators and education staff regarding the material presented. is in the good category.

Besides that facilitate problem solving related to the obstacles faced, providing reinforcement regarding the principal's belief and acceptance of the program model, implementation and assessment of learning is in the good category, observe the implementation of learning carried out by the school principal, together with the main school principal and school supervisor. is in the good category, providing consultation, modeling and coaching services regarding the implementation of learning carried out by school principals both directly and online is in the good category, provide reinforcement regarding the principal's confidence and acceptance of learning approaches, models and assessments in the good category, monitoring the implementation of learning programs according to the lesson schedule prepared and the application of *scientific learning approaches*, *discovery learning*, and *project based learning* is in the good category, facilitating problem solving related to the implementation of learning, both directly and online, is in the good category, compiling mentoring reports is in the good category, submitting a mentoring report to the school supervisor is in the good category mentoring activities carried out by researchers had a good impact on the professionalism of school principals. Then, to find out the professionalism of the school principal, you can see the results of the following assessment:

Table 6. Professionalism of school principals in Cycle II

No	Indicator	Percentage
1	Able to take the lead in mobilizing all existing resources in the school so that it can produce a high work ethic and productivity to achieve goals	82.7%
2	Able to disseminate and share information with teachers	82.7%
3	Able to try to improve the appearance of the school through various new programs	83.6%
4	Able to hold talks and deliberations with outside parties in meeting school needs	86.4%
Average		83.9%

Source: Observation data, 2023

From the data above, it can be concluded that the percentage obtained from the professionalism aspect of the school principal obtained an average achievement percentage of 83.9% or in the very good category. For more details, please pay attention to the following description: Able to lead to mobilize all existing resources in the school so that it can produce a high work ethic and productivity to achieve goals, amounting to 82.7%, able to disseminate and share information with teachers, 82.7%, able to try to improve the appearance of the school through various new programs, 83.6%, able to hold discussions and deliberations with outside parties in meeting school needs, 86.4%. Based on data obtained from observations, it can be concluded that all assistance provided by researchers has experienced development in 2 cycles. Thus, there is no need for the next cycle of activities because according to the researchers the expected professionalism of the school principal has been achieved with good grades.

Discussion

From the results of research in cycle I, it shows that the professionalism of school principals in cycle I has not reached the specified indicators of completeness. This indicates that the mentoring activities provided by researchers still need better planning by paying attention to the strengths and weaknesses identified in cycle I as a basis for improvement in cycle II. The increase in the delivery of material by researchers who are also facilitators also has implications for increasing the professionalism of school principals.

Table 7. Comparison of the Professionalism of School Principals in Cycles I and II

Note	Classical Percentage	Category
Cycle I	71.8%	Pretty good
Cycle II	83.9%	Good

In the aspect of professionalism of school principals, it was found that in cycle I it was 71.8% in the good category and in cycle II it increased to 83.9% in the very good category. To make it clearer, you can look at the following curve.

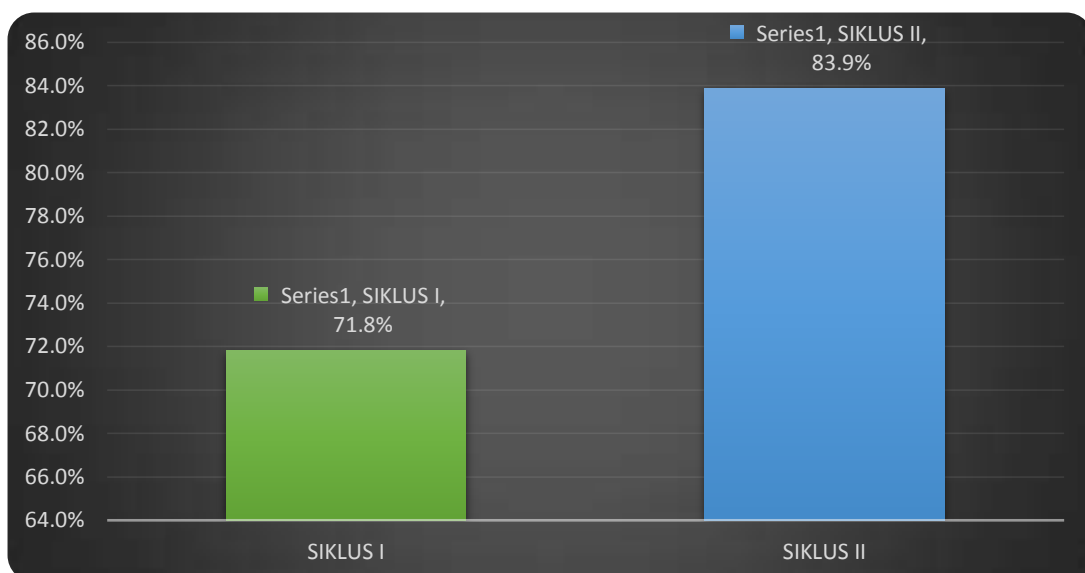


Figure 1. Comparison of the Professionalism of School Principals in Cycles I and II

The increase in mentoring activities from cycle I to cycle II has implications for the professionalism of school principals. Thus, if this success has been achieved then there is no need for another cycle. In carrying out his duties, the school principal cannot be separated from the help and guidance of the school supervisor. School supervisors are obliged to help school principals to carry out their duties well, as we know, school principals as operational level educational leaders have a role in bringing about the success of educational institutions. The school principal has the role of guiding, directing, mentoring, building, providing and motivating the work of driving the organization, establishing a good communication network, providing efficient supervision or oversight with the provision of time and planning (Yusron, 2018; Sabandi, 2013), because mentoring can provide positive impact on developing the potential of school principals in a better direction (Heningsari, 2021).

Learning activities need to be planned and implemented well so that the results of these learning activities are of high quality or in accordance with the educational objectives that have been formulated, because the better the quality of education provided by a nation, the better the quality of education provided by a nation. followed by the better quality of the nation (Nurmaini, Djasmi & Suntoro, 2015; Ma'sum, 2017; Pramungkas, 2020; Riana, Berliani & Dagau, 2020). Thus, learning is assistance provided by educators so that the process of acquiring knowledge and knowledge, mastering skills and habits and forming attitudes and beliefs in students can occur. In other words, learning is a process to help students learn well (Ariana, 2022). The results of research conducted by Nurfatah (2018) also show that, in order for teachers to be able to carry out the noble tasks that are their responsibility at school, teachers need to constantly receive refreshment in the form of technical assistance as a tool. efforts to improve performance, where assistance takes the form of academic supervision carried out by school principals and supervisors. Education in elementary school not only provides knowledge skills but also attitudes and skills as a process of personal and social development to continue education to the next level (Ngongo & Gafur, 2017). If the principal and teachers carry out learning professionally, then of course the learning outcomes will be optimal. That is why good teacher performance is very necessary to carry out their duties and responsibilities in carrying out learning as well as possible, apart from that, teachers are also required to be innovative, proactive. , and can make students active in learning (Baroroh, & Muiyasaroh, 2020). Apart from that, research conducted by Edi Rismawan (2015) showed that school principal supervision had an effect on teacher teaching performance.

Implementation of learning quality is certainly related to teacher readiness such as method selection, media availability, and student readiness (Tirtayani et al., 2019). Education is an integral part of human life, with education humans will be more able to explore and develop their potential so that they become humans who have morals, social values, culture, science, technology and so on (Ribawati, 2015).

CONCLUSIONS AND RECOMMENDATION

From the description of data processing and discussion, it was concluded that the professionalism of school principals in cycle I was 71.8% in the good category and in cycle II it increased to 83.9% in the good category. This means that the mentoring method can increase the professionalism of school principals in elementary schools in Tapung Hilir District, Kampar Regency and is said to be successful. In order to implement mentoring methods If it works well, the facilitator should apply it more often. In Mentoring , the facilitator should be able to determine the level of problems that must be limited.

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