

## SUPERVISION IN IMPROVING THE QUALITY OF EDUCATIONAL ADMINISTRATION AT SMAN 2 REJANG LEBONG

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### Abstract

*The objective of this paper was to obtain information about supervision in improving the quality of educational administration at SMAN 2 Rejang Lebong. Supervision was carried out for improving the quality of educational administration where the principal of SMAN 2 Rejang Lebong supervised the teachers, especially for the educational administration. Improving the quality of educational administration needed to be carried out to improve the quality of learning in a programmed and planned manner. The principal of SMAN 2 Rejang Lebong supervised every beginning of each semester and at least once per semester. The main procedure taken by the principal of SMAN 2 Rejang Lebong as a supervisor was to make direct observation with the aim of obtaining data objectively, so that the data obtained can be used to analyze the difficulties faced by the teachers. This research used quantitative methods which produced several findings through several statistical procedures or other methods of quantification (measurement). The supervision carried out by the principal could not be separated from coordinating all efforts in the school environment which included: every teacher's effort to self-actualize and participate in improving school activities. Therefore, it was necessary to have directed coordination to support the whole program.*

**Keywords:** Supervision, Quality, Administration, Educational.

### Abstrak

*Tujuan utama penulisan ini dilakukan untuk mendapatkan informasi tentang supervisi dalam peningkatan mutu administrasi pembelajaran di SMAN 2 Rejang Lebong. Supervisi dilakukan dalam meningkatkan mutu administrasi pembelajaran dimana kepala sekolah SMAN 2 Rejang Lebong melakukan supervisi terhadap guru-guru terutama administrasi pembelajaran. Peningkatan mutu administrasi pembelajaran perlu dilakukan guna meningkatkan kualitas dalam pembelajaran secara terprogram dan terencana. Kepala sekolah SMAN 2 Rejang Lebong setiap awal semester melakukan supervisi, sekurang-kurangnya dilakukan satu kali dalam satu semester. Langkah utama yang dilakukan kepala sekolah SMAN 2 Rejang Lebong sebagai supervisor melakukan observasi secara langsung dengan tujuan untuk memperoleh data secara objektif sehingga data yang diperoleh dapat digunakan menganalisis kesulitan-kesulitan yang dihadapi guru. Jenis penelitian ini menggunakan metode kuantitatif dengan jenis penelitian yang menghasilkan beberapa temuan yang dapat dicapai dengan menggunakan beberapa prosedur statistik atau cara-cara lain dari kuantifikasi (pengukuran). Supervisi yang dilakukan kepala sekolah tidak terlepas dengan mengkoordinasikan semua usaha yang terdapat di lingkungan sekolah yang mencakup setiap usaha guru dalam mengaktualisasikan diri dan ikut memperbaiki kegiatan-kegiatan sekolah. Sehingga diperlukan koordinasikan secara terarah supaya dapat mendukung kelancaran program secara menyeluruh.*

**Kata Kunci:** Supervisi, Mutu, Administrasi, Pembelajaran.

## **INTRODUCTION**

Teacher performance is influenced by supervision. Supervision aims to find weaknesses and deficiencies which leads to the solutions for problems that occur, especially to improve the quality of educational administration. Educational administration is important for teachers so that teachers are expected to be able to design teaching and learning process in a written form before carrying out teaching practices in the classroom. Complete educational administration is very important to be prepared by the teacher so that the learning process can be fun and invites students to be active. Teacher administration also includes detailed plans for what teachers do to achieve learning objectives.<sup>1</sup>

The implementation of educational administration carried out by teachers in schools can support the success of the learning objectives that have been set. Therefore, teachers who have good administration will improve the quality of learning. The quality of educational administration reflects the teaching activities in facilitating learning activities for the students. Supervision which is included in teacher's development program can improve the professional abilities of teachers in carrying out tasks, especially teaching activity. Supervision is the main function of the principal's leadership in improving teaching in all its aspects.<sup>2</sup>

Supervision in the field of education can improve the overall quality of educational administration. In this case, supervision can improve the quality of educational administration as well as foster the growth of teaching, extensively to support the learning process. Improving the quality of educational administration can improve teacher's knowledge and skills, also provide guidance and coaching in curriculum implementation activities.

The results of a teacher's work can be seen through the results of supervision carried out by the leader, in this case is the school principal. Supervision is a coaching activity that is planned to assist teachers and other school employees to do their work effectively. From this definition, it can be understood that supervision functions more than a mere supervision of all activities that have been carried out based on the plans or controls that have been outlined.<sup>3</sup>

The teacher is the most important part that the principal or related parties must pay attention to for achieving the goal. The ability of management to manage resources in a planned manner is very essential, especially human resources as operational implementers in the world of education that can be resulted in usability in educational activities.

Based on the results of initial observations, the supervision in order to improve the quality of educational administration at SMAN 2 Rejang Lebong has been done quite well. Even though the supervision has been done, the research is carried out to obtain the data regarding the educational administration condition by the teachers who support learning activities.

## **RESEARCH METHODOLOGY**

This type of research used quantitative method. According to Ferdinand (2014), it is a type of research that is often used by students to complete their final assignments. The benefit of this research type is indicated by the research hypothesis prefix which ease the students to prove the hypothesis using various systematic research procedures.<sup>4</sup> According to

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<sup>1</sup> Idi Warsah Nuzuar, "Analisis Inovasi Administrasi Guru Dalam Meningkatkan Mutu Pembelajaran (Studi MAN Rejang Lebong)," *EDUKASI: Jurnal Penelitian Pendidikan Agama Dan Keagamaan* 16 (2018): 263.

<sup>2</sup> Jumira Warlizasusi, Taufik Efendi, Ifnaldi, Murni Yanto, "Kontribusi Supervisi Kepala Madrasah Dan Motivasi Kerja Guru Terhadap Kinerja Mengajar," *ALIGNMENT: Journal of Administration and Educational Management* 3 (2020): 242.

Fauzan, "Pelaksanaan Supervisi Pembelajaran Pendidikan Agama Islam SMP Negeri 01 Padang Ulak Tanding Kabupaten Rejang Lebong," *Jurnal An Nizom* Volume 1 (2016): 136.

<sup>4</sup> A. Ferdinand, *Metode Penelitian Manajemen : Pedoman Penelitian Untuk Penulisan Skripsi, Tesis, Dan Disertasi Ilmu Manajemen* (Semarang: Universitas Diponegoro, 2014).

Mukhid (2021), quantitative research is research that uses data in the form of numbers that are quantitative in nature to predict population conditions or future trends. Quantitative research requires generalization of the results, which are calculated by statistical analysis. Meanwhile, according to Mertha (2020), quantitative research is a type of research that produces several findings that can be achieved using several statistical procedures or other methods of quantification (measurement). The quantitative approach focuses more on the symptoms or phenomena that have certain characteristics in human life, which are referred to as variables.<sup>5</sup> From several definitions of quantitative research, it is concluded that quantitative research is research in the form of numbers which based on phenomena that occur in human life.

## **DISCUSSION**

Linguistically, the term “supervision” comes from two words, namely “super” and “vision”. In Webster's New World Dictionary, the term “super” means higher in rank or position than, superior to (superintendent), a greater or better than others”. The word “super” implies a higher rank or position, superior, superior, greater or better, while the word “vision” means the ability to perceive something that is invisible, as through mental acuteness or keen foresight. The word “vision” is not really visible.<sup>6</sup> From the definition of these two words, it can be interpreted that supervision is the audit by the superiors to their subordinates on their activities.

According to Cecep., et al (2021), supervision is an activity that provides guidance or assistance by the principal or school supervisor to teachers, employees and other staff in order to improve their performance in a better direction.<sup>7</sup> Bradley (2020) stated that supervision is a coaching activity that has been planned to assist teachers and other school staff and employees in doing their jobs effectively to achieve good results.<sup>8</sup> According to Rifma, supervision is the efforts or a series of activities carried out by supervisors/coaches to help teachers in improving the reaching and learning quality so that learning objectives can be achieved effectively and efficiently.<sup>9</sup>

From the several definitions above, it can be interpreted that supervision is a coaching activity carried out by supervisors/ coaches/ principals that have been planned for teachers with the aim of improving the quality of learning.

## **Learning Supervision Implementation Procedure**

Supervision procedure was done through several stages, started from preparation, composition of the instrument, data collection, data analysis, discussion, and making a report of the research result. The supervision process was done through cycle assessment that consisted of 4 stages, namely: planning, acting, observing, and reflecting.<sup>10</sup>

In the planning stage, the researchers needed to prepare various materials based on the selected hypothesis, such as observation sheets and interview guides as well as evaluation sheets for teaching and learning activities.

The acting stage consisted of: 1) initial activities that included a) preparing of observation assistance, observation guides, interview guides, and evaluation tools for observation results, as well as activities to discuss teacher readiness for learning process, and b) discussing the implementation of supervision in the classrooms; 2) core activities that

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<sup>5</sup> I Made Laut Mertha Jaya, *Metode Penelitian Kuantitatif Dan Kualitatif* (Yogyakarta : Anak Hebat Indonesia, 2020).h.6

<sup>6</sup> Rinda Fauzian, *Supervisi Kepala Madrasah* (Tebet: Kreasi Cendikia Pustaka, 2019).h.8-9

<sup>7</sup> Cecep.dkk, *Manajemen Supervisi Pendidikan* (Yogyakarta: Yayasan Kita Menulis, 2021).h.5

<sup>8</sup> Bradley Setiadi, *Supervisi Dalam Pendidikan* (Purwodadi: Sarnu Untung, 2020).h.56

<sup>9</sup> Rifma, *Optimalisasi Pembinaan Kompetensi Pedagogik Guru* (Jakarta : Kencana, 2016).h.11

<sup>10</sup> Runtifasih, *Sukses Supervisi Kelas* (Solok: Yayasan Pendidikan Cendikia Muslim, 2021).h.27

included a) supervision was done by observing the teacher during the teaching and learning process, and b) conducting an assessment during the teaching and learning process.

Observing stage in this method was to see the importance of the objective of the learning process, the advantages of presenting media objects in a real way, the students who feel happy and challenged, and the ease in its implementation. Reflecting phase, on the other hand, was where the researchers observed from the planning acting, and observing stages based on the observations during the guidance process for the preparation of the supervision program, the educational administration supervision format and the learning instruments. 11

Administration is everything related to note-taking, correspondence, arrangement, secretarial work, or clerical work. Extensively, administration is all activities that need to be organized starting from determining policies, planning, implementing, and monitoring to evaluating. 12

Educational administration is the process of mobilizing and integrating everything, both personnel and material, which are related with the achievement of learning objectives so that in the educational administration process all the efforts of teachers involved in achieving learning objectives at the school are integrated and coordinated effectively, and all materials will be needed and have been efficiently utilized. 13

Composing educational administration is important and helps the process of teaching and learning activities. On the other hand, it can interfere with the core task of a teacher to educate and teach students. Educational administration is one of the accreditation requirements of a school institution which lead to the quality of the administration and whether the institution can create graduates which will be successful future generations both in terms of morals and knowledge.

The supervision of educational administration consisted of several components, namely: the annual program (in Bahasa Indonesia is called program tahunan or Prota) is an educational administration that forms the basis for other educational administration arrangements. Annual program is a general description of teachers in conducting learning in one year and one semester. Annual program contains the objectives to be achieved in one year and to be developed by the teacher in related subject. Annual program becomes a guideline for the development of subsequent programs such as semester programs, weekly plans, daily plans, or learning programs for each subject, syllabus and learning assessments. The preparation of the annual program is part of the development of the syllabus is to make time allocations for each topic of discussion in one school year. The allocation of time in the annual program is divided globally on each topic of the discussion unit based on the learning scope. 14

Documents needed to design the annual program and the semester program consists of the academic calendar, curriculum structure, basic competencies, and syllabus. In making annual program, it has to be based on the reference in the learning process. There are several steps in making an annual program, namely: 1) referring to the academic calendar, 2) marking holidays, the beginning of the school year, effective study weeks, and effective learning times, and 3) calculating the number of effective study weeks each month and semester for one year. Annual program components are 1) Identity (education unit, subject, class, and year of study, 2) format of content (theme, sub-theme, and semester time allocation, standard of competence (SK), basic competence (KD), subject, and time allocation.

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<sup>11</sup> Sujiranto, *Kompetensi Kepala Sekolah Dalam Menyusun Program Supervisi* (Ponorogo: Uwais Inspirasi Indonesia, 2018).h.37

<sup>12</sup> Edeng Suryana, *Administrasi Pendidikan Dan Pembelajaran* (Yogyakarta: Cv Budi Utama, 2019).h.2

<sup>13</sup> Rismiyati Nurindarwati, "Penerapan Supervisi Akademik Pengawas Upaya Peningkatan Kemampuan Guru Dalam Penyusunan Administrasi Pembelajaran," *Al-Muqkidz : Jurnal Kajian Keislaman* 8 (2020): 27.

<sup>14</sup> Salamun.dkk, *Inovasi Perencanaan Pembelajaran* (Yogyakarta: Yayasan Kita Menulis, 2021).h.82

The semester program is the implementation of the annual program, so that the semester program cannot be compiled before the annual program is compiled. The stages of compiling a semester program are: 1) marking holidays, the beginning of the school year, effective learning weeks. 2) Set the number of Effective Study Days (HBE) and Effective Study Hours (JBE) each month and semester in one year. 3) Calculating the Number of Learning Hours (JP) in accordance with the provisions, 4) Distributing the time allocation provided for a sub-theme and considering the time for assessment and repeating the material.

The outline of the semester program contains: 1) Identity (subject unit, lesson content, class/semester, academic year, 2) Format of entry (consisting of themes, sub-themes, learning time availability, and detailed months per week, competency standards, competencies basis, indicators, number of meeting hours, and information when learning activities are carried out. Steps in making the process that need to be considered: 1) determine standard of competence (SK) and basic competence (KD), 2) determine the amount of time allocation or number of students based on SK and KD, 3) determine in what month and in what week the KD process will be carried out.

Lesson Plan (RPP) is a plan for teacher and student activities during the learning process for one or more meetings.<sup>15</sup> RPP is made based on a syllabus that can guide students' learning activities to achieve basic competence (KD). RPP consists of several components, namely the name of the school/madrasah, subject or theme/sub-theme, class and semester, the main material to be taught and time allocation.

Education Calendar is a time setting for student learning activities starting from a year in effective lesson time and holidays.<sup>16</sup> It is the most important part for parents, students and students in designing and ensuring that the coverage of student's education is in accordance with the applicable school education calendar.

The lesson schedule is a sequence of subjects as a guide that must be followed in the implementation of teaching. Schedule is useful for teachers, students and principals. The schedule is prepared for the whole grade and not only for one class.

List of score is a list of student learning results in the form of numbers consisting of the scores of attitudes, knowledge and skills obtained after students carry out a series of processes in learning.

In each school, KKM (Minimum Completeness Criteria) in education units can be varied among each subject or can choose one same standar score or KKM for all subjects. After the KKM is determined, the KKM for the education unit is determined by choosing the lowest KKM, average or mode of all KKM subjects.

### **Supervision Activities**

In improving the quality of educational administration, the principal of SMAN 2 Rejang Lebong supervised the teachers. Improving the quality of educational administration needs to be done in order to improve the quality of teaching and learning process in a programmed and planned manner. The principal of SMAN 2 Rejang Lebong conducts supervision at the beginning of each semester, for at least once per semester.

The main step taken by the principal of SMAN 2 Rejang Lebong as a supervisor was to make direct observations with the aim of obtaining data objectively so that the data obtained can be used to analyze the difficulties faced by teachers. Data collection was done by class observation techniques. The observation instrument used an assessment of the teacher's ability in the form of measuring instruments.

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<sup>15</sup> Dhina Chamidah Sukarman Purba, Partiw, Sri Rezeki Fransisika Purba, Bonaraja Purba Karwanto, Dewi Suryani Purba, *Administrasi Supervisi Pendidikan* (Jakarta : Yayasan Kita Menulis, 2021).h.45

<sup>16</sup> Ayu Andriani, *Praktis Membuat Buku Kerja Guru : Menyusun Buku Kerja 1,2,3, Dan 4 Dengan Mudah Dan Sistematis* (Sukabumi: CV Jejak (Jejak Publisher), 2018).h.113

The assessment instrument of educational administration prepared by the teacher prior to the principal's supervision was in the form of compiling a supervision program consisting of schedules, subject teachers, and instruments, also socializing the supervision program at meetings, conducting observations, and discussing learning tools.

The educational administration assessment instruments at SMAN 2 Rejang Lebong includes 10 components, namely 1) Gradebooks, 2) Cognitive Tests (UH, UTS, UAS), 3) structured assignments, 4) structured independent activities, 5) psychomotor assessment, 6) assessment affective morals, 7) affective personality assessment, 8) implementation of remedial, 9) analysis of test results, and 10) question bank.

#### Overview of the supervision of the Principal of SMAN 2 Rejang Lebong

Table 1. Test Results Overview of Principal Supervision

Number	Indicator	N	Min	Max	Mean	Category
1	Planning	15	4	5	4,06	good
2	Implementation	15	3	5	4,13	good
3	Feedback	15	3	5	4,13	good
	Variable mean				4,10	good

The table above reflected N, the mean minimum value, and the maximum value for the measured variable. The N value was 15 showing the number of respondents in the observations. The minimum value indicated the lowest value, while the maximum value indicated the highest value. Based on the results of the descriptive test, the overall average for the principal's supervision variable was 4.10 so that the principal's supervision was classified as good.

Based on the results of the supervision instrument carried out by the school principal, the teacher was categorized as good. The supervision by the principal showed that the educational administration had the quality that could be increased, so that the teaching and learning process conducted by the teacher can be done effectively and efficiently.

From the supervision carried out by the principal, it showed that the result cannot be separated from coordinating all efforts in the school environment which consist of every teacher's effort to self-actualize and participate in improving school activities. Therefore, it is necessary to coordinate in a directed manner in order to support the program to run well.

Supervision aims to make changes for the better. Supervision activities in schools are well organized in which the activities have been planned in detail and carefully aimed at improving the quality of the educational administration itself.

#### **Obstacles in the Supervision of Educational Administration**

In the implementation of the supervision, especially by the principal, there were no obstacles in carrying out the supervision as what was stated the principal in the interview, "When conducting administrative supervision, there were no obstacles. All teachers carried out educational administration according to the procedures." The implementation of supervision was coordinated well and the teacher understood the importance of learning administrative equipment so that it improved the quality of educational administration.

The supervision preparation carried out by the teacher has been carried out well despite several obstacles. The implementation of supervision at SMAN 2 Rejang Lebong took place during teaching and learning activities, so that the teacher must be good at managing their time. There were also several subject teachers whose supervisors were not in accordance with their subject fields. It caused the subject teachers to receive less detailed directions or

feedback from the supervisors due to the possibility of a lack of supervisors in the area. The suggestion for the future supervision of educational administration activities are: 1) supervision should be carried out in accordance to free time of the teacher from teaching and learning activities, and 2) it is better if the supervisors who are from other institution come from the same subject area of the teacher.

### **Efforts to Improve the Quality of Educational Administration**

Improving the quality of educational administration can be achieved if the system is built based on good indications between administration and supervision. The system can consist of the learning rules that have been made or good human resource management accompanied by sufficient guidance, so that the learning process runs according to standards.

When system built shows good signs, quality improvement can be achieved. The system can be included in all established learning rules and good human resource management, and provide sufficient guidance to carry out the same learning process and standards. In the context of controlling the quality of education, the supervision of the supervisor of the education unit includes in-depth observation of the learning process of educational institutions, then providing feedback for follow-up activities.

The efforts to improve the quality of educational administration carried out by schools in supervision activities include: 1) improving the effectiveness and efficiency of teaching and learning, 2) providing direct guidance to teachers if there are errors, 3) giving educational notice if teachers meet standards, and 4) provide opportunities for teachers to take part in training or upgrading regarding educational administration.

In an effort to provide services to teachers in a professional manner, a supervisor should pay attention to various aspects of the teaching and learning process so that effective results can be obtained later. The supervisor selects the source of material used by the teacher in teaching, by following developments through professional literature (professional reading) which is useful in increasing knowledge and improving a good teaching and learning situation.

## **CLOSING**

### **Conclusion**

The supervision carried out by the principal was categorized as good, as it reflected that the educational administration quality can be increased so that the learning carried out by the teacher can be done effectively and efficiently.

The teachers considered the obstacle in supervision carried out by the subject supervisor from other institution was the supervisor's incompatibility with the subjects taught by the teacher. Ideally, the solution to the problem is by adjusting the expertise of the supervisors to the subject area of the teacher being taught.

The efforts to improve the quality of educational administration carried out by schools in supervision activities included: 1) improving the effectiveness and efficiency of teaching and learning, 2) providing direct guidance to teachers from mistakes, 3) giving educational notice if teachers meet standards, and 4) provide opportunities for teachers to take part in training or upgrading regarding educational administration.

### **Suggestions**

With the results of this study, it is expected that it can add insight and knowledge about supervision in improving the quality of educational administration at SMAN 2 Rejang Lebong.

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