

HOW ACADEMIC SUPERVISION ENHANCES TEACHER PROFESSIONALISM THROUGH PERSONALITY DEVELOPMENT?

Poniman Poniman¹, Hanifa Intan Desiga^{2*}, Harianto Harianto³, Fajar Agung Pangestu⁴

^{1,2,3,4}Universitas Bangka belitung

Corresponding Email: hanifaintan@ubb.ac.id

Abstract

Article Information

Received : August 15, 2024

Revised : October 07, 2024

Accepted : October 18, 2024

This research aims to explore how academic supervision can enhance teachers' professionalism by encouraging their personal development, improving their teaching competence, and ultimately resulting in better student performance. The method used in this research is quantitative research with a descriptive quantitative survey method. The population in this study were 273 State Vocational School teachers in Lampung Province who were selected using simple random sampling. This research uses a standardized instrument by adopting and adapting the Teacher Supervision and Evaluation Survey. Analysis prerequisite tests are carried out by testing validity, reliability, normality and homogeneity to ensure the validity of the instrument. Hypothesis testing in this research uses simple linear regression techniques. All research data was tested using SPSS version 26 for Windows software. Results study This shows that there isThe influence of academic supervision on the professionalism of SMKN teachers in Lampung province through personality development with a percentage of 44.8%.

Keywords: academic supervision, teacher professionalism, personality development

Introduction

Professionalism is a condition, value, goal, and quality of expertise and authority related to an individual's life. A professional demonstrates the skills, competencies, and abilities needed in his/her field of responsibility in full. Professionalism is needed in various fields, including education. Teachers are expected to be able to realize professionalism, namely skills that support their work to achieve optimal results. According to Law teachers are professional educators who have the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students at the level of early childhood education, formal education, basic education, and secondary education (Eliza et al., 2022). As a professional, teachers play an important role in the success of student learning, which is also determined by their participation in the learning process (Tasnim et al., 2021).

Professional teachers have various capacities as educators, including teaching experience, intellectual capacity, moral integrity, faith, discipline, responsibility, broad educational insight, managerial ability, skills, creativity, and openness to understand the potential, characteristics, and development problems of students. Professional teachers are also able to prepare study and career plans for students and can research and develop curricula (Anwar, 2020; Bafadal, 2009; Muhson, 2012; Noor. Widiastuti, 2021). According to Moore professional teachers have the following characteristics: (1) dedicating all their time to their work, (2) treating their work as a set of norms and behaviors, (3) being members of formal professional organizations, (4) mastering useful knowledge and skills through basic specialist training or highly specialized education,

(5) complying with the requirements of competence, awareness, and dedication, and (6) obtaining autonomy based on high technical specialization (Masaong, 2011).

Teacher professional skills include abilities based on knowledge, behavior, and motivational skills to achieve maximum educational goals (Dewi, 2015). Therefore, professional teachers can improve the quality of teaching through a learning process that not only focuses on adding material but also has an impact on student behavior and knowledge (Setiawan & Sitorus, 2017; Yunus, 2016). However, there are still many unprofessional teachers who face difficulties in implementing effective learning. An inadequate learning process is one of the causes of low student achievement, inaccurate implementation of learning, lack of teacher motivation, lack of creativity in the classroom, and an underutilized learning environment to deliver lesson materials. These problems can be overcome to improve teacher professionalism through academic supervision.

Academic supervision is a series of activities carried out by the principal to assist teachers in improving their ability to manage the learning process in order to achieve the set goals (Dwikurnaningsih, 2020; Suharianto & Effendy, 2015; Wildawati et al., 2013). The results of academic supervision provide valuable information for the development of teacher professionalism. This supervision is considered a service provided by the principal in teacher development, with the aim of advancing and improving teaching, so that the goals of academic supervision are achieved and have a positive impact on teacher professionalism and student learning outcomes (Zepeda, 2013). Academic supervision is a type of educational supervision carried out at all levels, including vocational high schools.

Effective supervision must be based on the principles of academic supervision, namely: practical, systematic, objective, realistic, anticipatory, constructive, cooperative, democratic, humane, sustainable, and comprehensive (Utaminingtyas et al., 2023). Furthermore, academic supervision aims to assist teachers in improving their competence and professionalism, as well as ensuring that the learning process in schools is in accordance with the provisions and objectives that have been set (Fahmi et al., 2018). Thus, academic supervision is expected to provide professional assistance to improve teacher professionalism and improve the quality of learning (Efendi, 2022; Mujiono, 2020; Noor. Widiastuti, 2021). The essence of academic supervision is to foster teachers to improve the quality of the learning process (Tasnim et al., 2021). The targets of academic supervision include various aspects of the learning process, such as subject matter, syllabus and preparation of lesson plans, selection of learning strategies/methods/techniques, use of media and information technology, assessment of the learning process and outcomes, and classroom action research.

Through academic supervision, teachers receive guidance and support to develop their professional skills, which in turn improves their ability to provide high-quality education (Alam et al., 2021). This process involves regular observation, feedback, and collaborative discussions between supervisors and teachers, with a focus on identifying strengths and areas for improvement. By fostering reflective practice, teachers can continually improve their teaching methods and strategies, ultimately leading to better student outcomes (Wijaya, 2018).

Academic supervision contributes to teachers' personal development (Saleh, 2021) by encouraging them to set professional goals, engage in lifelong learning, and adopt a growth mindset. This holistic approach to teacher development not only enhances their teaching skills but also increases their self-confidence, motivation, and job satisfaction (Prasetyo et al., 2021). As teachers become more self-aware and reflective practitioners, they are better equipped to meet the diverse needs of their students and create positive and inclusive learning environments.

Academic supervision plays a vital role in enhancing teacher professionalism through personal development (Nurhadi et al., 2023; Usman et al., 2023). By providing structured support, feedback, and opportunities for professional growth, academic supervision helps teachers improve their teaching practice, develop a deeper understanding of their students, and foster a culture of continuous improvement. As a result, teachers become more effective educators, able to provide high-quality education that meets the needs of all students and prepares them for future success (Nurhadi et al., 2023).

Although teacher professionalism plays a critical role in ensuring high-quality education and positive learning outcomes for students, many teachers still struggle to implement effective teaching practices. Issues such as inadequate learning processes, lack of motivation and creativity, and underutilized learning environments continue to hamper the overall educational experience. In addition, there are significant gaps in teacher professional development, particularly in the areas of managing the learning process and adapting to diverse student needs. Academic supervision, which has the potential to address these challenges, is often underutilized or ineffectively implemented. It is therefore important to explore how academic supervision can enhance teacher professionalism by fostering their personal development, enhancing their teaching competencies, and ultimately resulting in better student performance.

Method

The method used in this study is quantitative research with a descriptive quantitative survey method (Clark et al., 2008; Creswell, 2021). The quantitative descriptive survey research method will provide a broad picture of teachers' perceptions and experiences related to academic supervision and its impact on their professionalism and personality development. The population in this study were 273 State Vocational High School teachers in Lampung Province who were selected by simple random sampling.

This study employs standardized instruments by adopting and adapting the Teacher Supervision and Evaluation Survey (TSES) by Nolan & Hoover (2007) and the Teacher Professionalism Scale (TPS) by İlgan et al. (2015). The TSES measures teachers' perceptions of the supervision and evaluation they experience, with sample questions such as, "To what extent do you feel the supervision you receive enhances your teaching effectiveness?" Meanwhile, the TPS assesses teacher professionalism with statements such as, "I actively strive to improve my professional competence." The validity of the TSES ranges from 0.75 to 0.85, with a reliability (Cronbach's Alpha) of 0.80. On the other hand, TPS demonstrates a content validity index (CVI) of 0.90 and reliability of 0.87, indicating that both instruments are reliable for use in this study.

This instrument uses a scale with five levels, namely strongly disagree, disagree, agree, disagree and strongly agree (Sugiono, 2022). The analysis prerequisite test was carried out by testing the validity, reliability, normality, and homogeneity to ensure the validity of the instrument. Hypothesis testing in this study used a simple linear regression technique. All research data were tested using SPSS software version 26 for Windows (George & Mallery, 2018).

Result and Discussion

The characteristics of respondents in the study based on gender, age, work experience, rank/grade, certification status, and length of service were analyzed in detail. The data shows that of the 273 ASN teacher respondents in Lampung Province, the majority were male (61.5%). The distribution of respondent ages varied, with the 30-39

year old age group dominating (34.4%). In addition, the respondents' work experience also varied, with the majority having work experience between 10-14 years (25.3%).

Further analysis showed that the respondents' rank/grade status was divided into ASN, PPPK, and honorary employees, with honorary employees as the largest group (42.5%). Teacher certification status was also examined, showing that 57.9% of respondents had been certified. This distribution provides insight into the importance of certification in the context of teacher professional development. These data provide a comprehensive picture of the respondent profile that can be used to understand the various factors that influence the performance and professionalism of ASN teachers in Lampung Province.

Before the data were analyzed, the analysis prerequisites first tested which included the normality test, homogeneity test, and linearity test. The Kolmogorov-Smirnov test for testing the normality of the data shows that all p numbers are greater than 0.05, which means that the data is normally distributed at a significance level of 0.05. The homogeneity test on the academic supervision variable is that the data has a homogeneous variance, this is because the value of the probability variable (Sig.) is greater than 0.05. The linearity test between the variables of academic supervision and the variable of teacher professionalism shows that the p value is greater than 0.05, which means that the regression model is linear. Variable multicollinearity testing of academic supervision with sig. (2-tailed) 0.000 < 0.05 so that there is multicollinearity between the independent variables.

Table 1. Coefficient of Academic Supervision and Professionalism
Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
1 (Constant)	48.918	2.916		16.776	.000
supervisiakademik	.311	.040	.448	7.720	.000

a. Dependent Variable: Profesionalisme

The results of the above calculations show that the t_{count} for the academic supervision variable 7,720 and the significance level (sig.) 0,00, even to t_{table} with dk $n-2 = 237-2 = 135$ and $\alpha = 0.05$ obtained 1,645 thus $t_{hitung} > t_{tabel}$ atau $7,720 > 1,645$ at a significance level $< 0,05$ then H_0 is rejected and H_1 is accepted, meaning that academic supervision has a significant effect on teacher professionalism.

Table 2. Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.448 ^a	.200	.197	5.35359

a. Predictors: (Constant), supervisiakademik

b. Dependent Variable: profesionalisme

The results of the correlation coefficient test are shown in the Model Summary table. The table shows an R score of 0.448, this means that the influence of the academic supervision variable on the professionalism of SMKN teachers in Lampung province is 44.8%, while the remaining 55.2% is influenced by other variables not included in this study.

The results of this study illustrates that academic supervision has a positive and significant influence on increasing teacher professionalism. This is in line with research conducted by (Berliani, 2017; Hariyati, 2020; Prasetia, 2021; Tasnim et al., 2021;

Wanzare, 2012). Academic supervision that is carried out properly and in accordance with procedures will improve teacher professionalism. Furthermore, how is the implementation of academic supervision that can increase teacher professionalism.

Teacher professionalism is a job with special expertise that requires a base of attitudes, knowledge and skills as well as commitment and dedication according to their main duties and functions in an effort to develop the potential of students (Noor. Widiastuti, 2021; Poniman. et al., 2023). The correlation between academic supervision and teacher professionalism shows a large number. Every increase in the implementation of academic supervision will be followed by an increase in teacher professionalism. The correlation between academic supervision and teacher professionalism here shows a relatively high number, meaning that academic supervision is very influential on teacher professionalism, especially in the dimensions of implementing supervision in learning.

The implementation of academic supervision is carried out according to a predetermined schedule, following the integral principle, which is integrated with the overall educational program. Supervisors use democratic, objective, humanist and constructive principles, by applying sustainable principles and supervision is carried out in a programmed and continuous manner (Berliani, 2017; Dwikurnaningsih, 2020). Implementing structured and measurable supervision will result in increased teacher professionalism in carrying out their duties (Anwar, 2020; Bafadal, 2009; Hardiyanto, 2009). Good implementation of this supervision will greatly assist teachers in improving their performance (Hariyati, 2020; Wildawati et al., 2013).

The main problem that teachers encounter in increasing their professionalism includes the supervision process which is not continuous and is only a formality (Prasetya, 2021). This supervision will be successful and give good results if it is carried out in a structured manner according to the standards provided by the education office. Implementing supervision according to these standards will ensure that teachers receive appropriate guidance and evaluation, so that they can continue to develop and improve the overall quality of their teaching.

The academic supervision program should be designed for one academic year, with specific activity plans for semester, monthly, and weekly periods (Pohan, 2020). Supervision is carried out twice per semester, prepared by the vice principal, and involves the school supervisor, principal, vice principal, and homeroom teacher. Supervision techniques include class visits and observations, with evaluations in the form of direct feedback to teachers and evaluation meetings with all teaching staff (Berliani, 2017).

Constructivism theory suggests that the teacher is a facilitator in learning that involves student activities and uses direct experience (Suparlan, 2019). Through effective academic supervision, teachers can obtain timely and constructive feedback on their performance in implementing constructivist learning strategies. In addition, social learning theory also supports the positive influence of academic supervision on teacher professionalism. According to this theory, individuals learn through interactions with others, including through modeling and feedback from people who are more experienced (Herly, 2019). Academic supervision that focuses on direct observation and collaborative feedback provides opportunities for teachers to observe best practices from more experienced supervisors or fellow teachers. Furthermore, according to this theory, school principals or supervisors have an important role in shaping a learning culture that supports the development of teacher professionalism. Academic supervision that focuses on providing feedback that is oriented towards improving teacher performance, collaborative learning, and skills development can help create an environment where teachers feel supported and encouraged to continue to improve their professionalism (Dwiyono et al., 2022).

Empirical evidence supporting the positive effect of academic supervision on increasing teacher professionalism. Gottfried & Ansari (2019) shows that academic supervision that focuses on class observation and feedback has proven to have a positive effect on teacher professional development. Another study conducted by (Zeng et al., 2020) also supports these findings.

Overall, the theoretical and empirical justifications jointly support the finding that academic supervision has a positive and significant effect on increasing teacher professionalism. The theories of social learning and constructivism provide a strong conceptual foundation, while empirical evidence from previous research studies provides empirical support for these claims.

The monitoring method used is collaborative and directed. Which in a directed approach, the supervisor monitors, explains, introduces, guides, leads by example, sets minimum standards and provides teacher reinforcement phrases (Berliani, 2017; Hariyati, 2020). A collaborative approach is taken between the Principal and the Teacher collaborating and agreeing to define structures, procedures, and standards for implementing the process of discussing learning problems that arise and finding ways to solve them together (Dwikurnaningsih, 2020; Hariyati, 2020). Supervisors in implementing experienced teacher supervision, use a collaborative approach by discussing with teachers to solve learning problems.

The principal is an administrator who must manage the school according to his functions and duties assisted by the teacher (Fitria, 2013; Prastania & Sanoto, 2021). One indicator of academic success is a student's academic achievement reaching the maximum. This concerns the improvement of teacher skills that still need to be developed and improved. Involve teachers in various types of training or workshops, providing motivation, enthusiasm and teacher orientation is the job of the principal. Not only that, to achieve good development in professional competence, school principals can help acquire facilities, infrastructure and facilities that support the development of teacher professional abilities. Trying to improve the professional ability of teachers can be done in various ways, The principal must always excel and strive (Hariyati, 2020; Hasanah & Kristiawan, 2019).

Good academic supervision is academic supervision that is able to function to achieve multiple goals. There is no success for academic supervision if it only pays attention to one particular goal to the exclusion of other objectives. Only by reflecting on the three objectives of academic supervision will it function to change teacher teaching behavior. In turn, changes in teacher behavior towards higher quality will lead to better student learning behavior (Hariyati, 2020; Prastania & Sanoto, 2021).

Subjectivity of assessment in the context of academic supervision and personality development is one of the main challenges in this study. Each individual teacher brings different backgrounds, experiences, and perspectives, which can affect how they assess the process and outcomes of academic supervision. For example, one teacher may feel that the supervision they receive is very supportive of professional development, while another teacher may feel the opposite, depending on how they understand and respond to the feedback given. In addition, emotional factors and interpersonal relationships between teachers and supervisors can also influence these perceptions. Uncertainty in assessing the effectiveness of academic supervision can lead to biased conclusions, which ultimately affect our understanding of how supervision contributes to teacher professionalism. Therefore, it is important to acknowledge and mitigate this subjectivity through the use of more objective measurement tools and a more holistic approach in research.

Conclusion

This study shows that academic supervision has a positive and significant influence on improving teacher professionalism through personality development. Effective supervision strategies, including planning, implementation, techniques used, and evaluation, have been proven to be successful in improving teacher performance and personality. Supervisory techniques such as classroom visits, group discussions, individual lectures, and specific activity planning for a certain period provide the clarity and structure needed by supervisors to carry out teacher duties well and assist in teacher personality development.

This study is important for readers because it highlights the critical role of academic supervision in developing teacher professionalism and personality, which in turn, contributes to improving the quality of education. The findings are relevant for educators, school administrators, and policy makers who seek to improve teacher performance and personality through structured and effective supervision strategies. Teacher personality development through academic supervision is a key aspect that ensures teachers not only function professionally but also develop personally, which has a direct impact on classroom interactions and teaching quality.

This finding is noteworthy in the context of previous work that also emphasizes the importance of academic supervision in education. This study strengthens the evidence that good supervision not only improves teacher performance but also has a positive impact on personality development and overall education quality. The implications of these findings suggest that with the implementation of planned and structured supervision, schools can achieve significant improvements in teacher professionalism and personality development, as well as the quality of education.

Regarding the limitations of the study that have been explained previously, there is a need for recommendations for further research, namely by using a mixed method approach that offers significant advantages by combining quantitative and qualitative data, thus allowing a more holistic understanding of how academic supervision contributes to teacher professionalism and personality development. Through the use of surveys, researchers can collect numerical data that describe general trends and patterns in teachers' perceptions of the supervision they receive. This data can be processed statistically to provide a clear picture of the effectiveness of supervision across contexts. On the other hand, in-depth interviews allow researchers to explore teachers' experiences, feelings, and views in more depth. Through this approach, researchers can identify nuances that may be missed in quantitative analysis, such as emotional factors and social contexts that influence how supervision is received and implemented. The combination of these two methods not only enriches the data obtained, but also increases the validity and reliability of the research findings. Thus, the mixed method approach is an effective tool for exploring the complexity of the relationship between academic supervision and teacher professionalism.

Acknowledgments

This acknowledgment is addressed to Bangka Belitung University as the sponsor of this research.

Author Contributions Statement

PO contributed to the concept, design of the study, provided technical or material support, and drafted the manuscript, HID gave final approval of the version to be published, HR performed data analysis and interpretation, FAP contributed to instrument validation, and performed data analysis.

References

Alam, M. J., Haque, A. K. M., & Banu, A. (2021). Academic supervision for improving quality education in primary schools of Bangladesh: Concept, issues and implications. *Asian Journal of Education and Social Studies*, 14(4), 1-12. <https://doi.org/10.9734/ajess/2021/v14i330359>

Anwar, A. S. (2020). Pengembangan sikap profesionalisme guru melalui kinerja guru pada satuan pendidikan MTS Negeri 1 Serang. *Andragogi: Jurnal Pendidikan Islam Dan Manajemen Pendidikan Islam*, 2(1), 147-173. <https://doi.org/10.36671/andragogi.v2i1.79>

Bafadal, I. (2009). *Peningkatan profesionalisme guru sekolah dasar*. Jakarta. Bumi Aksara.

Berliani, T. (2017). Implementasi supervisi oleh kepala sekolah dalam meningkatkan profesionalisme guru. *Jurnal Manajemen Dan Supervisi Pendidikan*, 1, 218-226. <https://doi.org/10.17977/um025v1i32017p218>

Clark, V. L. P., Creswell, J. W., Green, D. O. N., & Shope, R. J. (2008). *Mixing quantitative and qualitative approaches: An introduction to emergent mixed methods research*. New York. SAGE publications.

Creswell, J. W. (2021). *A concise introduction to mixed methods research*. New York. SAGE publications.

Dewi, T. anggia. (2015). Pengaruh profesionalisme guru dan motivasi kerja terhadap kinerja guru ekonomi SMA Se-Kota Malang. *PROMOSI (Jurnal Pendidikan Ekonomi)*, 3(1), 24-35. <https://doi.org/10.24127/ja.v3i1.148>

Dwikurnaningsih, Y. (2020). Implementasi supervisi akademik di lembaga pendidikan anak usia dini. *Jurnal Manajemen Dan Supervisi Pendidikan*, 4(3), 182-190. <https://doi.org/10.17977/um025v4i32020p182>

Dwiyono, Y., Warman, W., Kurniawan, D., Atmaja, A. B. S., & Lorensius, L. (2022). Kepemimpinan instruksional kepala sekolah dalam meningkatkan efektivitas pembelajaran. *Scaffolding: Jurnal Pendidikan Islam Dan Multikulturalisme*, 4(3), 319-334. <https://doi.org/10.37680/scaffolding.v4i3.2107>

Efendi, F. (2022). Pengaruh pengembangan diri dan supervisi pembelajaran terhadap kompetensi guru PKN Di Kabupaten Solok Selatan. *Jurnal Pajar (Pendidikan Dan Pengajaran)*, 6(3), 886. <https://doi.org/10.33578/pjr.v6i3.8799>

Eliza, D., Husna, A., Utami, N., & Putri, Y. D. (2022). Studi deskriptif profesionalisme guru PAUD berdasarkan prinsip-prinsip profesional guru pada undang-undang no. 14 tahun 2005. *Jurnal basicedu*, 6(3), 4663-4671. <https://doi.org/10.31004/basicedu.v6i3.2837>

Fahmi, C. N. F. C. N., Nurliza, E. N. E., AR, M. A. M., & Usman, N. U. N. (2018). Pelaksanaan supervisi akademik dalam meningkatkan kompetensi guru sekolah dasar. *Jurnal Serambi Ilmu*, 19(2), 104-119. <https://doi.org/10.32672/si.v30i2.755>

Fitria, Y. M. (2013). Permasalahan dalam pelaksanaan supervisi pendidikan terkait sumber daya guru di sekolah. *Journal of Chemical Information and Modeling*, 53(9), 1689-1699.

George, D., & Mallery, P. (2018). *IBM SPSS statistics 25 step by step*. In *IBM SPSS Statistics 25 Step by Step*. <https://doi.org/10.4324/9781351033909>

Gottfried, M. A., & Ansari, A. (2019). Do teachers' instructional practices change when more students are absent? *Teaching and Teacher Education*, 86, 102888. <https://doi.org/10.1016/j.tate.2019.102888>

Hardianto, D. (2009, November). Pendidikan guru dan upaya meningkatkan profesionalisme guru. In *Seminar nasional IPTPI* (Vol. 1, pp. 1-10).

Hasanah, M. L., & Kristiawan, M. (2019). Supervisi akademik dan bagaimana kinerja guru. *Tadbir: Jurnal Studi Manajemen Pendidikan*, 3(2), 97. <https://doi.org/10.29240/jsmp.v3i2.1159>

Herly, J. L. (2019). Penerapan teori belajar sosial albert bandura dalam proses belajar mengajar di sekolah. *KENOSIS: Jurnal Kajian Teologi*, 4(2), 186-202. <https://doi.org/10.37196/kenosis.v4i2.67>

İlgan, A., Aslanargün, E., & Shaukat, S. (2015). Developing teacher professionalism scale: Validation and reliability study/Öğretmenlik mesleği profesyonellik ölçüği geçerlik ve güvenirlilik çalışması. *Eğitimde Kuram ve Uygulama*, 11(4), 1454-1474.

Masaong, A. K. (2011). *Supervisi pendidikan*. Bogor. Sentra Media.

Muhson, A. (2012). Meningkatkan profesionalisme guru: sebuah harapan. *Jurnal Ekonomi Dan Pendidikan*, 1(2). <https://doi.org/10.21831/jepl.v1i2.665>

Mujiono, H. (2020). Supervisi akademik meningkatkan kompetensi pedagogik guru. *Jurnal Dinamika Manajemen Pendidikan*, 4(2), 113. <https://doi.org/10.26740/jdmp.v4n2.p113-121>

Nolan, J., & Hoover, L. A. (2007). *Teacher supervision and evaluation: theory into practice*. Wiley. <https://books.google.co.id/books?id=zRlbAAAACAAJ>

Noor. Widiastuti, E. M. (2021). Pengaruh supervisi akademik dan budaya sekolah terhadap profesionalisme guru SMP Negeri di kabupaten semarang. 10 (April), 63-80. <https://doi.org/10.26877/jmp.v10i1.9430>

Nurhadi, T., Imron, A., & Triwyanto, T. (2023). Enhancing teacher professionalism through academic supervision: an investigation in remote and peripheral regions. *Tarbawi: Jurnal Keilmuan Manajemen Pendidikan*, 9(02), 305-316. <https://doi.org/10.32678/tarbawi.v9i02.9437>

Pohan, M. M. (2020). Implementasi supervisi akademik kepala madrasah di masa pandemi covid 19. *Idarah (Jurnal Pendidikan Dan Kependidikan)*, 4(2), 195-208. <https://doi.org/10.47766/idarah.v4i2.1083>

Poniman, P., Suryanadi, J., Ardianto, H., & Gautama, S. A. (2023). The influence of emotional intelligence on the professionalism of SMKN Teachers in Bandar Lampung City. *Journal of Adaptive Education*, 1(1), 21-28.

Prasetia, I. (2021). Supervisi akademik pengawas sekolah dalam meningkatkan profesionalisme guru sekolah dasar swasta Islam Terpadu Al-Fauzi Medan. *Jurnal EduTech*, 7(1), 53-68. <http://repository.umsu.ac.id/handle/123456789/11190>

Prasetyo, D. R., Mustiningsih, M., & Sumarsono, R. B. Pengaruh kredibilitas, kompensasi, dan kepuasan kerja terhadap kinerja guru SMP swasta di Kota Batu. *Jurnal Visi Ilmu Pendidikan*, 16(2), 403-418. <https://doi.org/10.26418/jvip.v16i2.73274>

Prastania, M. S., & Sanoto, H. (2021). Korelasi antara supervisi akademik dengan kompetensi profesional guru di sekolah dasar. *Jurnal Basicedu*, 5(2), 861-868. <https://doi.org/10.31004/basicedu.v5i2.834>

Saleh, S. (2021). The contribution of academic supervision and teacher working group on teachers' pedagogical competence. *Journal of Educational Science and Technology*, 7(1), 18-25. <https://doi.org/10.26858/est.v7i1.15468>

Setiawan, D., & Sitorus, J. (2017). Urgensi tuntutan profesionalisme dan harapan menjadi guru berkarakter (Studi Kasus: Sekolah Dasar dan Sekolah Menengah Pertama di Kabupaten Batubara). *Jurnal Cakrawala Pendidikan*, 36(1), 122-129. <https://doi.org/10.21831/cp.v36i1.11382>

Sugiono. (2022). *Metode penelitian kuantitatif kualitatif dan R&D*. Bandung. Alfabetha.

Suharianto, & Effendy, N. (2015). Pengaruh psychological capital terhadap work engagement pada dosen di Universitas Katolik Widya Mandala Surabaya. *Experientia*, 3(2), 23-34.

Suparlan, S. (2019). Teori konstruktivisme dalam pembelajaran. *Islamika*, 1(2), 79-88. <https://doi.org/10.36088/islamika.v1i2.208>

Tasnim, T., Muntari, M., & Sukardi, S. (2021). Supervisi akademik oleh kepala madrasah dalam meningkatkan profesionalisme guru. *Jurnal Ilmiah Profesi Pendidikan*, 6(1), 159-166. <https://doi.org/10.29303/jipp.v6i1.181>

Usman, H. M., Mudhofir, M., & Gusmian, I. (2023). The important role of academic supervision in improving the quality of education. *Kontigensi: Jurnal Ilmiah Manajemen*, 11(2), 704-716. <https://doi.org/10.56457/jimk.v11i2.459>

Utaminingsyas, E., Hanafi, M. S., & Suherman, S. (2023). Academic supervision in improving the quality of school culture. *PPSDP International Journal of Education*, 2(2), 131-142. <https://doi.org/10.59175/pijed.v2i2.116>

Wanzare, Z. (2012). Instructional supervision in public secondary schools in Kenya. *Educational Management Administration and Leadership*, 40(2), 188-216. <https://doi.org/10.1177/1741143211427977>

Wijaya, I. (2018). *Professional teacher: menjadi guru profesional*. Sukabumi. CV Jejak (Jejak Publisher).

Wildawati, W., Kandar, S., & Rini, R. (2013). Pengaruh Supervisi akademik dan kepemimpinan kepala sekolah terhadap kinerja guru SMP Negeri. *Jurnal Manajemen Mutu Pendidikan*, 1(1).

Yunus, M. (2016). Lentera Pendidikan: Jurnal Ilmu Tarbiyah dan Keguruan. Lentera Pendidikan : *Jurnal Ilmu Tarbiyah Dan Keguruan*, 19(1), 112.

Zeng, X., Zhang, X., Chen, M., Liu, J., & Wu, C. (2020). The influence of perceived organizational support on police job burnout: a moderated mediation model. *Frontiers in Psychology*, 11, 948. <https://doi.org/10.3389/fpsyg.2020.00948>

Zepeda, S. J. (2013). Instructional supervision. In *Instructional Supervision*. Taylor and Francis. <https://doi.org/10.4324/9781315855523>

Copyright Holder

© Poniman, P., Desiga, H. I., Harianto, H., Pangestu, F. A.

First Publication Right

COUNSENESIA: Indonesia Journal of Guidance and Counseling

This Article is Licensed Under

