
(Research Article)

Academic Supervision: Coaching to Improve the Performance of Islamic Religious Education Teachers at SMP Negeri 3 Selakau

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Abstract. The purpose of this study is to describe and analyze: 1) Describe the implementation of academic supervision with coaching techniques carried out by the principal for Islamic Religious Education teachers; 2) Reveal the obstacles faced by the principal in implementing academic supervision with coaching techniques for Islamic Religious Education teachers; 3) Analyze the implications of implementing academic supervision with coaching techniques in improving the teaching performance of Islamic Religious Education teachers. This study uses a qualitative descriptive approach with a type of field research. Data collection uses three techniques, namely: observation, interview, and documentation techniques. Data analysis techniques start from data collection, data presentation and the process of drawing conclusions. The data validity checking techniques used are triangulation and member check. Research Results focus: 1) Implementation of academic supervision with coaching techniques has been carried out regularly and in stages, namely: a) Designed in a structured and sustainable manner, b) The principal prepares assessment instruments, scoring guidelines, supervision schedules, and socialization to teachers, c) Academic supervision includes planning, implementation and evaluation activities, d) academic supervision with coaching techniques through pre-observation activities, observation actions and post-observation; 2) Constraints in implementing academic supervision with coaching techniques: a) Limited time for the principal to carry out academic supervision optimally, b) Lack of initial understanding of teachers regarding the concept of coaching in academic supervision, c) teacher commitment to their responsibility to carry out actions that have been agreed upon between the coach and coachee; 3) Implications of supervision with coaching techniques on teacher performance: a) coaching not only provides feedback, but also builds a deeper relationship between the principal and teachers, b) coaching helps teachers reflect on and change their teaching practices to be more effective, c) academic supervision with coaching techniques is an effective supervision to encourage professionalism in improving teacher performance.

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1. INTRODUCTION

The implementation of supervision in educational institutions is an effort made to improve the quality of human resources. Schools function as one of the means in this process, while teachers who act as teaching staff in schools are the main components in the development of human resources that must be fostered and developed sustainably. In order to supervise, evaluate, and improve the teaching and learning process carried out by teachers, supervision from the principal is needed. This supervision activity is further expected to be able to *construct the mindset* of teachers so that they have a commitment so that they can carry out their functions and duties professionally (Maryono 2011).

The principal's duties and responsibilities in improving teacher performance can include implementing activities or implementing managerial functions, both planning, organizing implementation and supervision. In order to carry out these duties and responsibilities. Operationally, the principal is the person most responsible for planning, coordinating, mobilizing, and aligning all resources in the school. The principal is a driving factor in realizing the vision, mission, goals and objectives of the school he leads towards a quality school. Quality in the field of service, in the field of learning, in the field of facilities and infrastructure, human resource development, in the field of academic and non-academic achievements.

Teachers as the front guard in the learning process, play a crucial role in realizing national education goals. Optimal teacher performance is directly correlated with the quality of learning and student learning outcomes. However, teachers often face various challenges in carrying out their duties, ranging from the complexity of teaching materials, differences in student characteristics, to diverse administrative demands. In an effort to improve teacher performance, academic supervision plays an important role. Traditional academic supervision often focuses on assessment and providing direction from superiors to teachers. This approach is sometimes felt to be less empowering for teachers to develop their potential independently.

Academic supervision is a series of activities carried out by the principal to observe the learning process, and a series of activities carried out by teachers as an evaluation that is followed up to improve teachers' abilities in carrying out the learning process. Supervision is part of the principal's duties as a manager in the school. The implementation of academic supervision is an essential activity that will ensure the achievement of educational goals.

Along with the development of educational science, a more collaborative supervision approach has emerged that focuses on teacher self-development, one of which is the *coaching technique*. *Coaching* in the context of academic supervision involves a dialogue process that empowers teachers to identify their strengths and areas of self-development, set clear goals, design action steps, and evaluate progress that has been achieved. This approach encourages self-reflection, independence, and teacher responsibility for improving their performance.

The challenge of improving teacher performance in Sambas Regency is an important concern in efforts to improve the quality of regional education. Although various teacher training and development programs have been implemented, the effectiveness of academic supervision in supporting continuous improvement of teacher performance still needs to be optimized. The application of *coaching techniques* in academic supervision is believed to have the potential to overcome the limitations of traditional supervision approaches and empower teachers to continue to develop themselves.

Coaching-based academic supervision is supervision carried out by observing and thinking using the principles and mindset of a coach, namely academic supervision as a continuous process that empowers (Kodariah 2016). The implementation of coaching-based academic supervision is; 1. Intention, Intend to accompany and support the self-development of the teacher being coached; 2. Pre-supervision, agree with the teacher to be supervised what to observe and develop; 3. Action, observe things that need to be supervised and record competencies that are appropriate and those that are not; and; 4. Post, after the learning is complete, the principal coaches the teacher based on the results of the observation of the learning process, and tries to follow up on the results of the supervision (Nasution et al 2011).

This study is relevant to examine in depth how the implementation of academic supervision with *coaching techniques* can affect various aspects of teacher

performance, such as learning planning, implementation of learning in the classroom, assessment of student learning outcomes, classroom management, and continuous professional development. A deep understanding of the effectiveness of this approach is expected to provide a significant contribution in formulating a more effective academic supervision model and empowering teachers at SMPN 3 Selakau and other schools with similar characteristics.

2. LITERATURE REVIEW

2.1 Mahfuzhiansyah (2021) With the title Implementation of Principal's Academic Supervision in Improving Teacher Performance at SD Negeri 1 Tri Buana, KOTIM Regency

The results of this study indicate that: 1) The implementation of Academic Supervision at SD Negeri 1 Tri Buana, KOTIM Regency has been running in accordance with existing provisions, including: a) class visits. b) class observations. c) inter-visitation. d) personal conversations. e) teacher meetings; 2) The results of the supervision carried out by the principal of SD Negeri 1 Tri Buana, KOTIM Regency, namely: teacher preparation in teaching (learning tools), the results of curriculum implementation that must be achieved in a certain period, teacher activity in carrying out tasks, and teacher attitudes and behavior.

2.2 Marsini (2017), with the title "The Role of the Principal as a Leader and Motivator in Improving Teacher Performance at Al-Huda Ploso Elementary Madrasah, Pacitan, Pacitan Regency".

The results of this study indicate: 1) Role is the ability and readiness that a person has to be able to influence, encourage, invite, monitor and if necessary force others to accept that influence. Then do something that can help achieve a certain purpose and goal; 2) The role of the principal in increasing the opportunity to hold effective meetings with teachers in a conducive situation, the behavior of the principal must be able to encourage the performance of teachers by showing a sense of friendliness, closeness and full individual and as a group.

2.3 Emy and Hanif with the title Academic supervision with TIRTA Model coaching to improve the quality of learning in schools

The purpose of this study is to explore the concept of TIRTA coaching model, its implementation in academic supervision, its impact on the quality of learning and the challenges that may be faced in implementing this model and also provide solutions to improve the effectiveness of TIRTA coaching model to improve the quality of learning. The purpose is almost the same as the researcher, the difference is in the variable "Y" If Emy and Hanif emphasize more on improving the quality of learning, while the researcher's variable emphasizes more on improving teacher performance.

3. RESEARCH METHODS

The research approach used in this study is qualitative descriptive research. According to Bogdan and Taylor quoted by Lexy J. Moleong, Qualitative Methodology is defined as a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior (Moleong 2016). The reason for choosing this method is because this study aims to reveal the academic supervision process carried out by the principal of SMPN 3 Selakau. In qualitative research, trying to understand the meaning of an event or incident by trying to interact with people in the situation or phenomenon (Yusuf 2014). The qualitative research approach is a study used to examine the conditions of natural objects where the researcher is the key instrument.

4. RESULTS AND DISCUSSION

a. Implementation of academic supervision with *coaching techniques* carried out by the principal towards Islamic Religious Education teachers at SMP Negeri 3 Selakau

Academic supervision activities to improve teacher performance. Academic supervision is a series of activities that can help teachers develop their ability to manage the learning process in order to achieve learning objectives (Ambarita & Siburian 2013). Supervision activities are expected to make teachers have strong motivation to develop their abilities. The development of their abilities will automatically improve achievement in various things, especially in teaching and learning activities. The stages of supervision at SMPN 3 Selakau include three stages, namely planning, implementation and evaluation. Data on the work program, implementation and evaluation of academic supervision at SMPN 3 Selakau were obtained through observations and interviews by researchers with the principal and Islamic Religious Education teachers. Meanwhile, the sources of academic supervision data are documents such as observation schedules, teacher teaching equipment, teacher report cards, lists of student learning outcomes and documentation in the form of photos of activities.

The academic supervision work program at SMPN 3 Selakau already has a good design for the next one year and will be reformulated in the coming year. The academic supervision work program carried out in schools must be structured and sustainable. The results of the interview with the principal of SMPN 3 Selakau explained that the planned supervision is in the form of teacher performance assessments which include assessments of learning observations, assessments of teacher teaching tools, teacher discipline and integrity. The results of the assessment will be poured into the teacher performance application through the Merdeka Mengajar Platform (PMM).

According to Suryani, the principal plans to carry out educational supervision of teachers at least once and a maximum of twice a year, namely once in the odd semester and once in the even semester. The implementation schedule is at the beginning and end of the semester, both odd and even semesters. This is done to see the developments and changes made by teachers in the teaching and learning process. At the end of the even semester of the current year, an evaluation of the educational supervision program is carried out with the aim of finding out to what extent the programs have been realized and which activities need to be revised because they are not relevant to be implemented. Likewise, it can identify things that can hinder the supervision process. Furthermore, the findings of the evaluation results, both on the program and on the results of the supervision implementation, were immediately followed up to meet the targets according to what had been programmed (Suryani 2015). The educational supervision program prepared by the principal is a priority activity before the teaching and learning process takes place, because according to the statement of the principal of SMPN 3 Sekaa, supervision of teachers is part of the duties that must be carried out by the principal in assisting teachers in the teaching and learning process.

1) Planning/Pre-Observation

The function of supervision is more focused on efforts to provide services and assistance, both individually and in groups in an effort to improve teaching, so that teachers and other education personnel feel the guidance of a supervisor, not as a relationship between superiors and subordinates but a human relationship (Nugraha 2015). Academic supervision carried out by the principal of SMPN 3 Selakau has been oriented towards guidance for teachers through compromise and discussion with teachers before class observations are held. In the academic supervision planning stage, the principal of SMPN 3 Selakau makes a schedule of observations/class visits to ensure that the learning process runs effectively and

efficiently and to improve the quality of learning. The observation schedule that has been made is then coordinated and socialized during the teacher council meeting to explain the objectives, benefits, and technical implementation of academic supervision with coaching techniques. In addition, the principal of SMPN 3 Selakau has also built open communication so that teachers feel comfortable in participating in the coaching process and encourages teachers to be active and open in discussions.

The principal of SMPN 3 has also identified problems, analyzed problems, formulated ways to solve problems, implemented problem solving, evaluated and followed up (Marfinda 2022). At this stage, the principal has communicated clearly before the meeting began so that teachers feel they have the opportunity to prepare themselves and try to understand what is expected of teachers during the supervision process so that the benefits of the supervision process can be felt by both parties. In the pre-observation conversation by implementing the TIRTA coaching model, the principal asked questions to explore the objectives, identification, action plans and responsibilities of teachers in carrying out the learning process that will be carried out in the observation stage. The principal listened well and provided practical and easy-to-implement suggestions because they were adjusted to the potential of each teacher so that teachers felt appreciated and fostered motivation to improve their performance. Teachers were also very happy with the constructive, supportive and appreciative feedback given at this pre-observation conversation stage because it was very helpful in building teacher confidence and increasing teacher motivation in preparing a creative learning process by maximizing the potential they had (Setianingsih & Hanif 2024).

2) Implementation of Supervision

At the stage of implementing academic supervision, the principal is guided and refers to the academic supervision implementation planning program and implements it according to plan. Academic supervision implementation activities that are not in accordance with the plan are categorized as deviant implementation. Implementation of academic supervision that is in accordance with the plan will facilitate control, be measurable, effective and efficient (Muslim 2017).

The implementation of Academic Supervision at SMPN 3 Selakau, is carried out by the principal in the form of class visits intended to obtain an overview of the learning process carried out by the teacher. The implementation of academic supervision in the learning process begins from the planning stage where before the implementation of the teaching and learning process, the teacher is required to prepare learning tools. Furthermore, the implementation stage is carried out, namely the teacher begins to carry out learning activities in the classroom. The principal conducts observations in the classroom by bringing the instruments that have been prepared (Sugiyanti & Narimo. (2016). The implementation of Academic Supervision activities at SMPN 3 Selakau, namely the supervisor comes to the classroom by bringing the instruments that have been prepared to conduct learning observations while recording events that are in accordance with the instrument (Hasanah & Kristiawan 2019).

The implementation will run well if all the plans that have been prepared are well prepared. The target of academic supervision activities is to develop and improve the learning process which consists of learning systems, learning methods, learning media/tools, preparation of learning devices in the form of learning achievements and teaching modules, and evaluation of learning outcomes. Thus, the essence of academic supervision is not at all to assess the teacher's performance in managing the learning process, but rather to help teachers develop and improve their pedagogical competence and professionalism in the teaching and learning process in the world of education (Azis 2020). The implementation of academic supervision at SMPN 3 Selakau is to develop and improve the learning process which consists of learning systems, learning methods, learning media/tools, preparation of learning devices in the form of learning achievements and teaching modules, and evaluation of learning outcomes. Thus, the academic supervision carried out by the principal of SMPN 3 Selakau is not to assess the teacher's performance in managing the learning process, but

rather to help teachers develop and improve their pedagogical competence and professionalism in the teaching and learning process in the world of education (Azis 2020).

3) Evaluation

The next stage of academic supervision is the evaluation and follow-up stage. Evaluation activities are activities to review the success of the process and results of the supervision implementation. Evaluation is carried out comprehensively. The target of supervision evaluation is aimed at everyone involved in the supervision implementation process. The results of the supervision evaluation will be used as a guideline for compiling the next planning program as a follow-up to supervision. Evaluation is guided by the objectives that have been set and the objectives of supervision are formulated according to the character and objectives of the school. The supervision implementation procedure takes three stages, namely preliminary meetings, observations of educators who are teaching, and feedback meetings.

In this feedback meeting or post-observation, the principal of SMPN 3 Selakau applied coaching techniques when discussing with Islamic Religious Education teachers. At this stage, the principal has provided an opportunity for open dialogue to help teachers formulate concrete improvement plans, provide support for continuous improvement and provide special training based on findings in supervision activities. Teachers feel the benefits of the feedback given by the principal at this stage and it has been proven to improve teacher performance and student learning outcomes. In the coaching session, teachers feel that they are not criticized and even feel guided and supported in overcoming challenges in order to achieve educational goals (Setianingsih & Hanif 2024). Obstacles faced by the principal in implementing academic supervision with *coaching techniques* for Islamic Religious Education teachers at SMP Negeri 3 Selakau.

b. Obstacles in implementing academic supervision using *coaching techniques* **Academic supervision activities do not necessarily run smoothly.**

In its implementation, there are several obstacles that affect the implementation of academic supervision. The obstacles faced by the principal of SMPN 3 Selakau in implementing academic supervision with coaching techniques are synchronizing the supervision schedule of each teacher with the principal's schedule related to administrative and managerial tasks that take up time, evaluation and follow-up of the implementation of supervision require continuous time in order to improve teacher performance, and there are still teachers who are less creative and open-minded in improving their performance.

The obstacles faced by the madrasah principal in implementing academic supervision include: (a) synchronizing the teacher supervision schedule with the principal's schedule related to administrative and material tasks, so that it takes longer, (b) most teachers do not understand the concept and benefits of coaching techniques in academic supervision, this causes a lack of enthusiasm and involvement in the guidance and professional development process, (c) the coaching process requires open and effective communication between the principal and teachers, but some teachers are still less open in receiving feedback in the early stages of coaching, (d) teachers' understanding of the recommended learning techniques.

The obstacles faced by the madrasah principal in implementing teaching supervision include: (a) the teaching supervision approach, the limited time available to the madrasah principal so that the implementation of supervision is difficult to schedule, (b) teaching supervision techniques, paying more attention to the psychological aspects of teachers and this factor greatly determines the implementation of the supervision program. teaching, and (c) teacher behavior during teaching supervision, the condition of teachers varies greatly and is highly dependent on the techniques used by the principal (Bermawi et al 2015). Most teachers do not yet understand the concept and benefits of coaching techniques in academic supervision, this causes a lack of enthusiasm and involvement in the

guidance and professional development process. In fact, one element that plays an important role in improving the quality of learning is academic supervision. Effective academic supervision not only focuses on evaluating teacher performance, but also utilizes innovative approaches such as the TIRTA coaching model (Hidayat et al 2023).

The next obstacle is the difference in the level of experience and understanding of teachers regarding the recommended learning techniques. Although academic supervision is presented as assistance provided by the principal to teachers to improve teaching and learning activities, however, based on information from the principal, there are often differences in perception regarding academic supervision (Noor, H., et al. 2020).

The coaching process requires open and effective communication between the principal and teachers. Teachers are expected to be able to achieve their potential with the principal acting as a mentor (*coach*), while the teacher acts as a student (*coachee*). With this approach, teachers can identify and overcome their weaknesses to gain new strengths that can help overcome future challenges (Tanggulungan & Sihotang 2023).

Previous studies have shown that the obstacles faced by school principals in implementing teaching supervision at SMAN in Aceh Besar Regency can be identified through the following indicators, namely: a) Teaching supervision approach The results of the study indicate that the obstacles faced by school principals in implementing teaching supervision in terms of teaching supervision approaches include the limited time available to the principal so that the implementation of supervision is difficult to schedule. b) Teaching supervision techniques The results of the study indicate that the obstacles faced by school principals in implementing teaching supervision at SMAN in Aceh Besar Regency in terms of teaching supervision techniques include paying more attention to the psychological aspects of teachers. This factor greatly determines the implementation of the teaching supervision program. c) Teacher behavior when teaching supervision is carried out The results of the study indicate that the obstacles faced by school principals in implementing teaching supervision at SMAN in Aceh Besar Regency in terms of teacher behavior when teaching supervision is carried out include the condition of the teachers which is very varied and highly dependent on the techniques used by the principal. school. Actually, if we want to observe that no matter how hard the job is, there will be no obstacles if we want to follow the rules according to the guidelines. Likewise with the principal in carrying out teaching supervision activities. Not all principals understand and comprehend the meaning of the role and responsibilities as stated in the education program. A person who holds the position of principal is an educational leader (Harianto & Usman 2015).

c. The implications of academic supervision with *coaching techniques* in improving the performance of Islamic Religious Education teachers at SMP Negeri 3 Selakau

Coaching method approach in academic supervision that has been explained in this study is in line with previous research findings that highlight the positive impact of coaching on teacher performance and professional development. Several related studies show that coaching not only provides constructive feedback but also creates deep interpersonal relationships between school leaders and teachers.

One study found that a *coaching approach* in academic supervision can improve teacher skills and provide more individual support (Saihu 2020). The results of this study are in line with the findings of researchers during interviews with the principal of SMPN 3 Selakau who emphasized the importance of *coaching* in opening up space for identifying the needs and potential for personal teacher development. In addition, previous studies have also highlighted the role of two-way communication in coaching as a key element in creating an open and supportive work environment (Qin & Men 2023). These findings are in line with the

researchers' direct observations in this study, where two-way communication between the principal of SMPN 3 Selakau and Islamic Religious Education teachers is recognized as a key factor in creating a positive learning atmosphere.

Several other studies have shown that coaching not only provides benefits at the individual level, but also has a positive impact on the quality of learning and student achievement as a whole (Sala & Gobet 2020). This is in line with the findings of researchers who emphasized that the *coaching method* in academic supervision is not only a strategy for teacher development, but also contributes to the achievement of educational goals in schools.

Several previous studies have shown that the implementation of supervision by the principal has an effective contribution to improving teacher performance, especially in improving teacher skills in implementing the *coaching approach*. Other studies also confirm that supervision carried out by the principal has a significant impact on improving teacher performance and work motivation. Further research findings concluded that the implementation of supervision by the principal has a positive and significant influence on teacher performance, illustrating that the more effective the principal is in carrying out his role as a leader, the better the teacher's performance (Jimat 2022).

In the context of this study, the real changes in teaching practices observed through classroom document analysis support previous research findings that emphasize the role of *coaching* in shaping effective teaching strategies (Musthofa et al 2022). Thus, this study contributes to the existing empirical evidence by adding a specific context on how *coaching techniques* in academic supervision can produce direct changes in teacher performance.

5. CONCLUSION

Academic supervision at SMPN 3 Selakau is designed in a structured and sustainable manner with implementation twice a year. Before supervision, the principal prepares assessment instruments, scoring guidelines, and supervision scheduling. In addition, socialization is carried out to teachers regarding the implementation of supervision so that the process runs effectively. Academic supervision includes planning, implementation and evaluation activities. The implementation of academic supervision with coaching techniques includes several stages, namely pre-observation, observation action and post-observation. 1) At the pre-observation stage, the principal conducts initial planning and discussion with teachers to determine learning objectives, strategies to be used, and expectations from academic supervision, 2) the observation action stage is carried out by the principal by directly observing the learning process in the classroom to assess the effectiveness of the methods applied by the teacher. 3) Then, at the post-observation stage, the principal provides constructive feedback to teachers through joint reflection in order to improve more effective teaching practices. The obstacles faced in implementing academic supervision with coaching techniques are: (a) Limited time for the principal to carry out academic supervision optimally due to various administrative and managerial tasks, (b) lack of teacher understanding of the concept and benefits of coaching causes low enthusiasm and involvement of teachers in the professional development process, (c) Teacher commitment to their responsibility to carry out actions that have been agreed upon between the coach and coachee. Academic supervision with *coaching techniques* not only provides feedback, but also creates deep relationships, encourages effective two-way communication, and motivates teachers to change their teaching practices. Increased motivation, self-confidence, and teaching skills of teachers are measurable results of this technique, making a significant contribution to achieving educational goals in schools. Therefore, the coaching method in academic supervision is not only a strategy, but an effective approach to encourage professionalism in improving teacher performance.

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