Journal of Innovative and Creativity
Journal Homepage: https://joecy.org/index.php/joecy
e-mail: journaljoecy@gmail.com

Faculty of Education
University of Pahlawan Tuanku Tambusai
ISSN 2775-771X (Online)
ISSN 2962-570X (Printed)
6 (1) 2026, Page: 23798-23804

Learning Evaluation and Supervision to Improve the Quality of Education at Kartasana 2 Public Elementary School, Pagelaran District, Pandeglang Regency

Rosi Novelia Cahyani [1], Minarti Agustina[2], A Syarah[3], Muhamad Abdullatif [4], Sudaryono[5]
[1,2,3,4,5]Universitas Bina Bangsa, Manajemen Pendidikan
Corresponding Author: Rosi Novelia Cahyani, e-mail: **cahyaninoveliarosi@gmail.com**

Published: April , 2026

ABSTRACT

This study aims to analyze the implementation of learning evaluation and supervision in an effort to improve the quality of education at Kartasana 2 Public Elementary School, Pagelaran District, Pandeglang Regency. The background of this research is based on the important role of learning evaluation and supervision as part of educational management, which functions to improve teacher performance, the effectiveness of the learning process, and the quality of student learning outcomes. In practice, planned, systematic, and ongoing evaluation and supervision can provide constructive feedback for teachers in improving the methods, strategies, and learning media used in the classroom. The research method used in this study is qualitative with a descriptive approach. Data collection techniques were conducted through observation, interviews, and documentation, involving the principal and teachers as key informants. The data obtained were then analyzed through data reduction, data presentation, and conclusion drawing to obtain a comprehensive picture of the implementation of learning evaluation and supervision at the school. The results indicate that the implementation of learning evaluation and supervision at Kartasana 2 Public Elementary School has been carried out periodically by the principal through classroom supervision activities, assessment of learning materials, and reflective discussions with teachers. These activities have had a positive impact on improving teachers' pedagogical competence, particularly in lesson planning, teaching and learning implementation, and the use of more varied learning methods. However, several obstacles remain, such as limited time for supervision and the need to increase the use of technology in the learning evaluation process. The conclusion of this study indicates that learning evaluation and supervision play a crucial role in improving the quality of education in elementary schools, particularly in supporting teacher professionalism and the effectiveness of the learning process.

Keywords: Learning Evaluation, Educational Supervision, Education Quality

© The Author(s). 2021 Open Access This article is licensed under a Creative Commons Atibution 4.0 International License, which permits use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons licence, and indicate if changes were made. The images or other third party material in this article are included in the article's Creative Commons licence, unless indicated otherwise in a credit line to the material. To view a copy of this licence, visit http://creativecommons.org/licenses/by/4.0

INTRODUCTION

Education is a crucial aspect in developing quality human resources. Through education, individuals not only acquire knowledge but also develop character, attitudes, and skills needed for life in society, the nation, and the state. Therefore, improving the quality of education is a top priority in national development. Efforts to improve the quality of education are not only determined by an adequate curriculum and infrastructure, but also by the quality of the learning process taking place in schools(Pai et al., 2025). An effective and high-quality learning process will produce students with strong academic abilities, skills, and character. Elementary school, as the first level of formal education, plays a very strategic role in shaping the foundation of students' knowledge and character. At this stage, students are introduced to various basic concepts, moral values, and social skills that will provide the foundation for their educational development at subsequent levels. Therefore, the learning process in elementary schools must be implemented optimally to ensure the achievement of educational goals. One effort that can be made to improve the quality of the learning process is through systematic and continuous evaluation and supervision of learning(Siahaan & Meilani, 2019).

Learning evaluation is a process carried out to assess the extent to which learning objectives have been achieved. Through evaluation, teachers can determine students' level of understanding of the material presented and identify strengths and weaknesses in the ongoing learning process. These evaluation results can then be used as a basis for making improvements and developing more effective learning strategies. Therefore, learning evaluation serves not only as a tool for assessing student learning outcomes but also as a means to improve the overall quality of the learning process(Sionalia, 2021).

In addition to learning evaluation, educational supervision also plays a crucial role in improving the quality of education in schools. Learning supervision is a coaching process carried out by the principal or school supervisor for teachers with the aim of improving their professional abilities in carrying out the learning process. Through supervision, the principal can provide guidance, direction, and input to teachers on various aspects of learning, from lesson planning and classroom implementation to evaluating student learning outcomes(Yazidiy et al., 2022). With effective supervision, it is hoped that teachers can improve their pedagogical, professional, social, and personal competencies. Effective implementation of learning evaluation and supervision will have a positive impact on improving the quality of education in schools. Objective and systematic evaluation can help teachers understand student learning progress and determine necessary remedial measures. Meanwhile, constructive and ongoing supervision can encourage teachers to continuously improve their performance in carrying out their duties as educators. Thus, these two activities are interrelated and play a crucial role in creating an effective and high-quality learning process(Iswanto et al., 2022).

In practice, the implementation of learning evaluation and supervision in schools often faces various challenges. Some of these include limited time for supervision, teachers' lack of understanding of the importance of comprehensive learning evaluation, and the limited use of technology in the evaluation and supervision process. Furthermore, in some cases, supervision activities are still considered As a purely administrative form of supervision, it has not been fully utilized as a means of professional development for teachers. This situation certainly presents a challenge for schools in their efforts to continuously improve the quality of education(Felix Lafe Labaona, 2023).

SD Negeri Kartasana 2, Pagelaran District, Pandeglang Regency, is an elementary education institution striving to improve the quality of education through various learning improvement programs. One such effort is to carry out regular learning evaluation and supervision activities. The principal, as an educational leader, plays a crucial role in ensuring that the learning process at the school meets established standards. Through classroom supervision, assessment of learning materials, and reflective discussions with teachers, it is hoped that a more effective and innovative learning process will be created(Masduki, 2024).

However, the implementation of learning evaluation and supervision at the school still requires further study to determine its effectiveness in improving learning quality. Therefore, research is needed to analyze how learning evaluation and supervision are implemented at SD Negeri Kartasana 2 and their impact on improving the quality of education at the school. This research is expected to provide a clearer picture of learning evaluation and supervision practices and identify various factors that support and hinder their implementation. Furthermore, the results of this study are expected to contribute to schools, particularly principals and teachers, in developing more effective learning evaluation and supervision strategies. With planned, systematic, and ongoing evaluation and supervision, it is hoped that the quality of the learning process in schools will continue to improve, thereby optimally achieving educational goals. Ultimately, improving the quality of learning in elementary schools will positively impact the quality of human resources in the future(Christy, 2025).

Based on the background described, this research is crucial to conduct a more in-depth study of the implementation of learning evaluation and supervision as an effort to improve the quality of education at the Kartasana 2 Public Elementary School, Pagelaran District, Pandeglang Regency. This research is expected to provide a more comprehensive understanding of the role of learning evaluation and supervision in supporting the improvement of education quality at the elementary school level. Learning evaluation and supervision are two essential components in efforts to improve the quality of education in schools. Both play a strategic role in ensuring that the learning process is effective, efficient, and in accordance with established educational goals. Learning evaluation serves to assess

the success of the teaching and learning process, while learning supervision serves as an effort to foster and improve teacher professionalism in carrying out their duties as educators(Nur Asiah & Novebri Novebri, 2024).

Learning evaluation is a systematic process of collecting, analyzing, and interpreting information to determine the extent to which learning objectives have been achieved. According to education experts, learning evaluation serves not only to assess student learning outcomes but also to assess the effectiveness of the teacher's learning process. With effective evaluation, teachers can determine the effectiveness of the learning methods and strategies used and make improvements if any shortcomings are identified. Evaluation can also serve as a basis for decision-making regarding curriculum development, learning methods, and improving the overall quality of education. In addition to evaluation, instructional supervision also plays a crucial role in improving the quality of education. Instructional supervision is a coaching activity carried out by the principal or school supervisor for teachers with the aim of improving the quality of the classroom learning process. Supervision is not merely oversight, but rather emphasizes providing professional assistance to teachers to improve their pedagogical, professional, social, and personal competencies. Through supervision, the principal can provide input, direction, and guidance to teachers in developing more effective and innovative learning strategies(Subandi Subandi et al., 2024).

In the context of educational management, instructional supervision is a crucial function that must be carried out by the principal as an educational leader at the educational unit level. The principal is responsible for ensuring that all learning activities in the school run smoothly and in accordance with established standards. Therefore, supervision must be carried out in a planned, systematic, and sustainable manner to positively impact the quality of learning. Effective supervision is typically carried out through various activities such as classroom observations, reflective discussions with teachers, assessment of learning materials, and providing constructive feedback(Agustriani, 2023). Evaluation and instructional supervision are closely linked in efforts to improve the quality of education. Evaluation provides information on learning outcomes and processes, while supervision serves to provide guidance based on these evaluation results. Thus, the two complement each other in creating a better learning process. If evaluation and supervision are carried out optimally, teachers will more easily identify weaknesses in the learning process and find appropriate solutions to improve the quality of learning(Sari, 2021).

In practice, the success of learning evaluation and supervision is greatly influenced by various factors, such as the principal's competence, teacher preparedness, supporting facilities and infrastructure, and the work culture within the school environment. A principal with strong managerial and leadership skills will be able to carry out supervision effectively, thereby encouraging teachers to continuously improve their performance. Furthermore, teachers' openness and willingness to accept feedback are also crucial factors in the success of learning supervision activities(R. Supyan Sauri et al., 2025). Therefore, learning evaluation and supervision are two crucial instruments in efforts to improve the quality of education in schools. Through systematic evaluation and constructive supervision, it is hoped that the learning process can run more effectively, thereby improving teacher competence and student learning outcomes. Therefore, the implementation of learning evaluation and supervision needs to be continuously developed and improved to make a real contribution to improving the quality of education, particularly at the elementary school level(Zulkhaidir et al., 2024).

METHOD

This study uses a qualitative approach with descriptive methods to provide an in-depth description of the implementation of learning evaluation and supervision in improving the quality of education at Kartasana 2 Public Elementary School, Pagelaran District, Pandeglang Regency. A qualitative approach was chosen because this study aims to understand the phenomena occurring directly in the school environment, specifically related to the practices of learning evaluation and supervision carried out by the principal and teachers. This research focuses on examining the learning evaluation implementation process, the forms of supervision carried out by the principal, and its impact on improving the quality of the learning process in elementary schools.

Data collection techniques in this study were conducted through observation, interviews, and documentation. Observations were conducted to directly observe learning activities and the implementation of supervision in the classroom. Interviews were conducted with the principal and several teachers to obtain information regarding the implementation of learning evaluation and supervision. Meanwhile, documentation was used to supplement the research data, including learning tools, supervision reports, and learning evaluation documents. The data obtained were then analyzed through the stages of data reduction, data presentation, and conclusion drawing, to obtain a clear picture of the implementation of learning evaluation and supervision in improving the quality of education at Kartasana 2 Public Elementary School(Sunardi & Fauza, 2021)

FINDING AND DISCUSSION

Implementing learning evaluation and supervision is a crucial effort to improve the quality of education in elementary schools. Research conducted at Kartasana 2 Public Elementary School, Pagelaran District, Pandeglang Regency, found that learning evaluation and supervision activities are routinely carried out by the school, particularly by the principal, as the educational leader at the school level. These activities are carried out as an effort to improve the quality of the learning process and the professional competence of teachers in carrying out their duties. The research results indicate that learning evaluation at Kartasana 2 Public Elementary School is conducted through several stages: evaluation planning, evaluation implementation, and follow-up on evaluation results. During the planning stage, teachers first develop learning materials such as Lesson Plans (RPPs), assessment instruments, and learning media to be used in the teaching and learning process. These learning materials are then reviewed by the principal as part of the academic supervision process to ensure they align with applicable curriculum standards(Siregar, 2023).

In implementing learning evaluation, teachers use various forms of assessment, including daily assessments, individual assignments, group assignments, midterm and final exams. The assessment aims to determine students' level of understanding of the material taught and to measure their achievement of competencies established in the curriculum. Furthermore, teachers evaluate the ongoing learning process by reflecting on the methods, strategies, and learning media used in class. Regular evaluations provide significant benefits for teachers in improving the quality of learning. Through evaluation results, teachers can determine the effectiveness of the learning methods used and identify obstacles faced by students in understanding the material. This information is then used as a basis for improving learning strategies in subsequent sessions. Thus, learning evaluation serves not only as a tool for assessing student learning outcomes but also as a means to continuously improve the quality of the learning process(Volume et al., 2022).

In addition to learning evaluation, supervision activities carried out by the principal are also a crucial factor in improving the quality of education at Kartasana 2 Public Elementary School. Learning supervision is carried out through several activities, such as classroom observations, checking learning materials, and discussions and coaching with teachers. Classroom observations are conducted by the principal visiting classes during the learning process to directly observe how teachers carry out teaching and learning activities. In these activities, the principal observes various aspects of learning. such as the methods used, interactions between teachers and students, the use of learning media, and classroom management. After the classroom observation activities were completed, the principal provided feedback to the teachers through discussions or special meetings. During these discussions, the principal presented the results of the observations and offered constructive suggestions and input to improve the quality of learning. Teachers were also given the opportunity to share any obstacles encountered during the learning process so that appropriate solutions could be found together(Volume et al., 2022). This dialogic and collaborative supervisory approach had a positive impact on increasing teacher motivation to improve the quality of their performance. The research also showed that the learning supervision activities at the school were able to improve teachers' pedagogical competence, particularly in terms of lesson planning and implementation. Teachers became more aware of the importance of systematically developing learning materials and using more varied and innovative learning methods. Furthermore, teachers began utilizing various learning media to increase student interest and motivation in class. However, the school still faced several challenges

in implementing learning evaluation and supervision. One of the main obstacles was the principal's limited time to carry out comprehensive supervision activities for all teachers. This is because the principal also has various other administrative and managerial duties to complete. Furthermore, some teachers still haven't fully utilized learning evaluation results as a basis for improving the learning process(Nafisah et al., 2024).

Another obstacle is the limited availability of learning support facilities and infrastructure, particularly in the use of educational technology. The use of information technology in the learning evaluation process is still relatively limited, resulting in manual processing and analysis of student learning outcomes. This situation can certainly impact the effectiveness of learning evaluation implementation at the school. However, overall, the implementation of learning evaluation and supervision at Kartasana 2 Public Elementary School has been quite successful and has had a positive impact on improving the quality of education. Routine evaluation activities help teachers understand student learning progress and improve the learning strategies they use. Meanwhile, the principal's supervision activities provide guidance and motivation to teachers to continuously improve their competencies in carrying out their duties as educators(Enilawati et al., 2022).

With ongoing learning evaluation and supervision, it is hoped that the quality of the learning process at Kartasana 2 Public Elementary School will continue to improve. Teachers will be more motivated to develop creative and innovative learning methods, while students will experience a more effective and enjoyable learning experience. Ultimately, these efforts will make a significant contribution to improving the quality of education in elementary schools and supporting the achievement of national education goals. The implementation of evaluation and supervision of learning plays a crucial role in improving the quality of education, particularly at the elementary school level. Based on the findings of this study conducted at SD Negeri Kartasana 2, Kecamatan Pagelaran, Kabupaten Pandeglang, it can be seen that evaluation and supervision activities have been implemented as part of the school's effort to improve the effectiveness of the teaching and learning process. These two components function as instruments to monitor, assess, and improve the overall quality of educational practices within the school environment(Harahap et al., 2023).

Learning evaluation is an essential process that allows teachers to measure students' learning achievements and determine whether the instructional objectives have been successfully achieved. In this study, teachers conducted evaluation activities through daily assessments, assignments, mid-semester tests, and end-of-semester examinations. These evaluation practices provide valuable information regarding students' understanding of the learning materials. The results of these evaluations enable teachers to identify areas where students may experience difficulties and adjust their teaching strategies accordingly. Therefore, evaluation is not merely a tool for grading students but also a reflective instrument for improving the teaching process(Murtyaningsih & Utami, 2024).

Furthermore, supervision carried out by the school principal has shown a positive contribution to the improvement of teachers' professional competence. Academic supervision was implemented through classroom observations, examination of lesson plans, and constructive discussions between the principal and teachers. During classroom observations, the principal assessed several aspects of teaching, including classroom management, teaching strategies, interaction between teachers and students, and the use of instructional media. These activities allowed the principal to gain a comprehensive understanding of how learning activities were conducted in the classroom. After the observation process, feedback sessions were conducted to discuss the strengths and weaknesses observed during the teaching process. This feedback was delivered in a constructive and collaborative manner, which encouraged teachers to reflect on their teaching practices. Such an approach helps create a supportive professional environment where teachers feel motivated to improve their instructional methods. As a result, teachers become more aware of the importance of preparing structured lesson plans and implementing varied teaching strategies that enhance student engagement(Syahrani et al., 2024).

Another important finding of this study is that supervision activities help teachers develop better pedagogical skills. Teachers become more innovative in selecting teaching methods and learning media to make lessons more interesting and effective. The use of diverse instructional approaches, such as group discussions, interactive learning, and visual media, contributes to increasing

students' motivation and participation during classroom activities. This indicates that supervision does not function solely as a monitoring mechanism but also as a professional development strategy for teachers. However, the implementation of evaluation and supervision still faces several challenges. One of the main challenges is the limited time available for the school principal to conduct supervision activities regularly for all teachers. Administrative responsibilities and managerial duties often reduce the time that principals can dedicate to instructional supervision. Additionally, the integration of technology in the evaluation process remains limited, which may reduce the efficiency of data management and analysis related to student learning outcomes(Binagogik, 2024).

Despite these challenges, the overall findings suggest that evaluation and supervision practices at SD Negeri Kartasana 2 have contributed significantly to improving the quality of the teaching and learning process. Continuous evaluation helps teachers monitor students' academic progress, while effective supervision supports teachers in enhancing their teaching competencies. Together, these practices create a learning environment that encourages professional growth among teachers and better learning experiences for students. In conclusion, strengthening the implementation of evaluation and supervision can become a strategic approach for improving educational quality in elementary schools. When these processes are carried out consistently and supported by adequate resources, they can lead to better instructional practices, improved teacher performance, and ultimately higher student learning outcomes(Nofiyanti M et al., 2025).

CONCLUSIONS

This study Based on the results of research on learning evaluation and supervision at Kartasana 2 Public Elementary School, Pagelaran District, Pandeglang Regency, it can be concluded that the implementation of learning evaluation and supervision plays a very important role in improving the quality of education in schools. Learning evaluations carried out in a planned and regular manner can provide an overview of the level of student understanding and the effectiveness of learning methods used by teachers. Meanwhile, supervisory activities carried out by the principal through classroom observations, checking learning devices, and providing feedback to teachers can improve pedagogical competence and teacher professionalism in implementing the learning process. Although there are still several obstacles such as limited time for supervision and the use of technology in learning evaluation, in general, learning evaluation and supervision activities at Kartasana 2 Public Elementary School have run well and have had a positive impact on improving the quality of the learning process and student learning outcomes.

REFERENCES

Agustriani, D. (2023). Evaluasi Strategi Dalam Manajemen Pengendalian Mutu Pembelajaran Program Studi PGMI Fakultas Tarbiyah IAIN Kediri. *JoIEM (Journal of Islamic Education Management)*, *4*(1), 1–23. https://doi.org/10.30762/joiem.v4i1.914

Binagogik, J. (2024). *4 1234 1234*. *11*(1), 150–158.

Christy, I. L. (2025). Kepemimpinan Kepala Sekolah PGRI Banyuajuh dalam Melaksanakan Supervisi Pendidikan. *JIEEC (Journal of Islamic Education for Early Childhood)*, *7*(1), 64. https://doi.org/10.30587/jieec.v7i1.9069

Enilawati, Warlizasusi, J., & Harahap, E. K. (2022). Supervision in Improving the Quality of Learning Evaluation at State Elementary School 114 Rejang Lebong. *Ta Lim Jurnal Pendidikan Agama Islam Dan Manajemen Pendidikan Islam*, *1*(1), 1–6.

Felix Lafe Labaona. (2023). Penerapan Supervisi Akademis Kepala Sekolah Dalam Upaya Meningkatkan Kinerja Guru Perihal Pengembangan Evaluasi Hasil Belajar Di Smp Negeri Satu Atap Bilal Tahun Pelajaran 2020/2021. *Simpati*, *1*(1), 128–137. https://doi.org/10.59024/simpati.v1i1.72

Harahap, S., Boy Wilson, A., Maulana Syahputra, M., Ambya, A., & Agni Zaus, M. (2023). Studi Literatur Hubungan Supervisi dan Evaluasi Pendidikan dalam Perspektif Guru SMK. *Journal on Education*, *6*(1), 3373–3378. https://doi.org/10.31004/joe.v6i1.3405

Iswanto, Siti Maryam, & Fitriah Amina. (2022). Meningkatkan Kualitas Pembelajaran Melalui Strategi Supervisi Pendidikan di SMAN 1 Sangatta Utara. *An-Nafis: Jurnal Ilmiah Keislaman Dan*

Kemasyarakatan, *1*(2), 157–164. https://doi.org/10.62196/nfs.v1i2.61
Masduki. (2024). Peran Kepala Sekolah sebagai Supervisor dalam Meningkatkan Kualitas Pendidikan di Sekolah Dasar Negeri Sunyaragi 2 Kota Cirebon. *Dirasah : Jurnal Studi Ilmu Dan Manajemen Pendidikan Islam*, *7*(1), 249–255. https://doi.org/10.58401/dirasah.v7i1.1048
Murtyaningsih, R., & Utami, Y. (2024). Supervisi Pendidikan: Langkah Strategis dalam Meningkatkan Mutu Pembelajaran. *Jurnal Alwatzikhoebillah : Kajian Islam, Pendidikan, Ekonomi, Humaniora*, *10*(2), 536–545. https://doi.org/10.37567/alwatzikhoebillah.v10i2.3410
Nafisah, L., Tukhfah, A. E. N., Aprilia, P., & Amalia, K. (2024). Evaluasi Program Pendidikan dalam Meningkatkan Mutu Pembelajaran di SMP Negeri 51 Surabaya. *Tsaqofah*, *4*(3), 2170–2183. https://doi.org/10.58578/tsaqofah.v4i3.3076
Nofiyanti M, N., Muhammadiah, M., & Bahri, S. (2025). Peran dan Strategi Guru Dalam Meningkatkan Mutu Pembelajaran Di UPT SPF SD Se-Kompleks Bawakaraeng Kecamatan Makassar Kota Makassar. *Bosowa Journal of Education*, *5*(2), 216–222. https://doi.org/10.35965/bje.v5i2.4456
Nur Asiah, & Novebri Novebri. (2024). Peran Supervisi Pendidikan dalam Meningkatkan Kualitas Pengajaran dan Pembelajaran di SD 089 Panyabungan. *Jurnal Pendidikan Dan Kewarganegara Indonesia*, *1*(4), 79–89. https://doi.org/10.61132/jupenkei.v1i4.87
Pai, P., Smp, D. I., & Padang, N. (2025). *A s i n. 5*, 3098–3115.
R. Supyan Sauri, Muhammad Fahri Rizqi, Harry Nugraha, Wawan Rilyawan, & Muthi Fadilah. (2025). Educational Supervision as a Strategic Instrument in the Professional Development of Teachers at SMP Angkasa Margahayu. *Jurnal Visionary : Penelitian Dan Pengembangan Dibidang Administrasi Pendidikan*, *13*(2), 258–267. https://doi.org/10.33394/vis.v13i2.16922
Sari, R. P. (2021). Evaluasi Implementasi Supervisi Pembelajaran Pada Sekolah Dasar Negeri 002, 005, Dan 012 Samarinda Seberang. *Citizen : Jurnal Ilmiah Multidisiplin Indonesia*, *2*(1), 17–28. https://doi.org/10.53866/jimi.v2i1.25
Siahaan, Y. L. O., & Meilani, R. I. (2019). Sistem Kompensasi dan Kepuasan Kerja Guru Tidak Tetap di Sebuah SMK Swasta di Indonesia. *Jurnal Pendidikan Manajemen Perkantoran*, *4*(2), 141. https://doi.org/10.17509/jpm.v4i2.18008
Sionalia. (2021). Peningkatan Kinerja Guru Dalam Pembelajaran Melalui Supervisi Edukatif, Kolaboratif Secara Periodik Di Sd Negeri Teluk Betung. *Jurnal Syntax Fusion*, *1*(09), 449–460. https://doi.org/10.54543/fusion.v1i09.70
Siregar, T. (2023). Pendidikan Di Sekolah Dasar Negeri 105289 Kolam Kecamatan Percut Sei Tuan Kabupaten Deli Serdang. *PENDALAS: Jurnal Penelitian Tindakan Kelas Dan Pengabdian Masyarakat*, *Vol.3.No.1*(1), 104–117.
Subandi Subandi, Nandha Rahayu, & Paundra Raditya Khoidori. (2024). Implementasi Supervisi Pendidikan dalam Meningkatkan Proses Pembelajaran di Sekolah. *Karakter : Jurnal Riset Ilmu Pendidikan Islam*, *2*(2), 225–232. https://doi.org/10.61132/karakter.v2i2.576
Sunardi, S., & Fauza, K. (2021). Peningkatan Mutu Pendidikan Sebagai Upaya Kepala Sekolah dalam Memaksimalkan Fungsi Sebagai Supervisi di MTs 1 Kediri. *Al-Idaroh: Jurnal Studi Manajemen Pendidikan Islam*, *5*(1), 1–24. https://doi.org/10.54437/alidaroh.v5i1.206
Syahrani, S., Dacholfany, I., & Sudirman, S. (2024). Implementasi Supervisi Klinis Kepala Sekolah Dalam Meningkatkan Kualitas Pembelajaran Guru Sd. *POACE: Jurnal Program Studi Adminitrasi Pendidikan*, *4*(1), 39–47. https://doi.org/10.24127/poace.v4i1.4082
Volume, E., Negeri, S. D., Alamat, T. B., Bukik, T., Bukik, K. T., Payakumbuh, K., & Koto, L. P. (2022). *3. Wirdatis 2. 04*(04), 1079–1096.
Yazidiy, A., Sosial, I., Mei, V. N., & Fitri, H. (2022). *Upaya Meningkatkan Kualitas Pembelajaran Guru Melalui Supervisi Kelas di TK Negeri 1 Kota Banda Aceh Tahun Pelajaran 2021 / 2022 Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional (Sisdiknas) yaitu : Tujuan sekolah . Sebagai seorang pemimpin , tugas*. *1*, 131–142.
Zulkhaidir, Musdiani, & Kasmini, L. (2024). Peran Guru Dan Orang Tua Dalam Meningkatkan Bintang Kabupaten Aceh Besar. *Indo-MathEdu Intellectuals Journal*, *5*(1), 900–915.