

# Analysis of The Implementation of Managerial Supervision by Madrasah Supervisors

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**Abstract.** This study aims to analyze the implementation of managerial supervision by madrasah supervisors at the Madrasah Tsanawiyah (MTs) level, covering aspects of planning, implementation, evaluation, and follow-up. Managerial supervision serves as an essential instrument for enhancing the effectiveness of madrasah principals' leadership and the quality of educational governance. The research employed a descriptive qualitative approach, with data collected through interviews, observations, and documentation at several MTs under the supervision of supervisors in Kudus Regency. The findings indicate that supervision planning has been systematically arranged, yet it lacks a strong foundation in the actual needs of the madrasahs. The implementation phase tends to emphasize administrative aspects and has not fully developed strategic coaching functions. While the evaluation process follows standard guidelines, it has not been optimized to support the professional development of madrasah principals. The follow-up actions on supervision results are not conducted consistently and show limited use of technology. Therefore, managerial supervision needs to be directed toward a more dialogical, quality-oriented, and data-driven coaching process that leverages information technology.

**Keywords:** managerial supervision; madrasah supervisor; MTs; education quality

## INTRODUCTION

Managerial supervision is a crucial component in the management of education, particularly in ensuring the quality of educational services in madrasahs. Madrasah supervisors play a vital role in supervising and guiding principals to carry out their managerial functions effectively. According to Mulyasa (2013), managerial supervision is a supervisory activity aimed at assisting school principals in managing educational institutions optimally, encompassing planning, implementation, and evaluation aspects. The managerial supervision conducted by madrasah supervisors holds a significant role in improving the quality of educational governance, especially at the Madrasah Tsanawiyah (MTs) level. Madrasah supervisors serve as strategic partners to principals in guiding planning, organizing, implementing, and evaluating educational programs.

Harningsih (2023) emphasizes that the success of madrasah management largely depends on the supervisor's ability to provide effective managerial guidance to principals, including in formulating the vision and mission, managing human resources, and administering learning activities. This aligns with the findings of Wandura, Marsidin, and Rifma (2021), which reveal that the supervisory and coaching roles of madrasah supervisors significantly contribute to the improvement of

education quality, particularly through the enhancement of teacher and principal competencies.

Furthermore, Permatasari (2022) highlights that sustained managerial supervision leads to improved teacher professionalism, as well-coached principals are better equipped to facilitate teacher competence development. Managerial supervision is also important for improving the performance of non-teaching staff. Hanifah (2021) argues that guidance provided to administrative staff by principals who receive proper managerial supervision contributes to the efficiency of school operations and educational service delivery. In the broader context of human resource development, Putri, Warisno, and Hartati (2021) add that managerial supervision fosters individual competence development in madrasahs through coaching and mentoring approaches, while also cultivating a professional work culture.

The importance of supervision is also linked to strengthening the principal's function as both a manager and an agent of change. Sumirah and Surayya (2023) explain that madrasah supervisors with strong managerial supervision competencies encourage principals to exercise more effective transformative leadership. Managerial supervision thus serves as both a control and developmental instrument that is highly strategic in establishing accountable and quality-oriented educational

governance in madrasahs. Finally, Muslihat and Musriadi (2020) assert that supervisors who actively and systematically carry out managerial supervision can foster positive synergy between principals, teachers, and the community, ultimately increasing public trust in madrasahs as leading educational institutions.

However, the reality in the field shows that the implementation of managerial supervision by madrasah supervisors has not yet been fully optimized. The focus of supervision still tends to emphasize administrative aspects. Strategic components such as leadership development for madrasah principals, quality culture enhancement, and managerial innovation have received relatively little attention. This finding is consistent with Syaodih (2012), who stated that many instances of managerial supervision are conducted merely as a formality and do not sufficiently address the substantive aspects of madrasah management development. Several supervisors still face limitations in competence, time allocation, and availability of supporting resources. These constraints negatively affect the quality of madrasah management, particularly in strategic planning, teacher management, and the utilization of educational facilities and infrastructure (Depdiknas, 2008).

Therefore, this study aims to analyze how managerial supervision is implemented by madrasah supervisors, to identify the challenges they face, and to provide recommendations for strengthening the supervisory role in improving the quality of madrasah governance.

## METHODS

This study employs a qualitative approach using a descriptive method. The research was conducted in the Madrasah Tsanawiyah (MTs) environment under the Ministry of Religious Affairs Office in Kudus Regency. The research subjects include madrasah supervisors, principals, and teachers. Data collection techniques consist of: (1) In-depth interviews to obtain direct information from supervisors and principals; (2) Observations of the managerial supervision processes being carried out; and (3) Documentation studies, including supervision reports, madrasah work programs, and other planning documents. Data were analyzed using the interactive model proposed by Miles and Huberman (1994), which involves data reduction, data display, and conclusion drawing/verification. Data validity was ensured through source and technique triangulation.

## RESULTS AND DISCUSSION

Managerial supervision is a developmental process carried out by educational supervisors to assist school or madrasah principals in the management of administration, leadership, and school governance to improve the quality of education. According to Mulyasa (2013:107), managerial supervision is a developmental effort focused on the managerial aspects of school/madrasah principals, including planning, program implementation, human resource management, and performance evaluation. In line with this, the Regulation of the Minister of Religious Affairs of the Republic of Indonesia (Permenag RI) No. 58 of 2017 defines managerial supervision as a coaching service provided to madrasah principals in planning, implementing, and evaluating madrasah programs to improve the effectiveness and efficiency of educational service delivery.

Thus, managerial supervision is not limited to administrative assessment but also emphasizes the coaching, development, and empowerment of madrasah principals' leadership.

### Objectives of Managerial Supervision

The purpose of managerial supervision is to assist madrasah administrators and staff in enhancing the performance of the madrasah in an effective and efficient manner. One of its key objectives is to ensure that madrasahs achieve proper accreditation and meet national education standards. In relation to school management, it is important to note that in the past decade there has been a growing discourse on School-Based Management (SBM), which represents a shift from centralized to decentralized management, granting greater autonomy to schools and increasing community participation (Bafadal, 2014). Therefore, supervisors are expected to explain and introduce this management innovation model in accordance with the socio-cultural context and the internal conditions of each madrasah. The main objectives of managerial supervision are to:

- 1) Enhance the effectiveness of school/madrasah management;
- 2) Support principals in planning and systematically implementing educational programs;
- 3) Develop the leadership capacity of madrasah principals to become more professional and transformative;
- 4) Ensure the accountability and quality of

educational services.

According to Sergiovanni (2009), effective supervision aims to build a mutually reinforcing professional relationship between the supervisor and the school principal in achieving educational goals.

Managerial supervision in madrasahs primarily seeks to improve the effectiveness and efficiency of educational institution governance so that it aligns with the vision, mission, and objectives of national education. This includes the coaching and empowerment of madrasah principals in aspects such as planning, implementation, monitoring, and evaluation of madrasah programs. Through managerial supervision, madrasah supervisors are expected to promote the establishment of a professional, accountable, and quality-oriented governance system. Moreover, it seeks to develop madrasah leadership that is adaptive, collaborative, and innovative in responding to the dynamic nature of education. Therefore, managerial supervision should not merely function as an administrative control tool but serve as a constructive means of fostering high-quality and competitive madrasahs.

### Principles of Managerial Supervision

In essence, the principles of managerial supervision are not fundamentally different from those of academic supervision (Sutarsih, 2008). These include the following: Supervision must be democratic. A supervisor should uphold the principle of deliberation, demonstrate a strong sense of collegiality, and be open to others' opinions. Democratic supervision emphasizes active and cooperative engagement, prioritizing team effort and group processes. According to Harningsih (2023), a supervisor should not dominate the supervisory process and must avoid authoritarian tendencies, where the supervisor acts as a superior and the madrasah principal or teacher as a subordinate.

Supervision must be capable of fostering harmonious human relationships. These relationships should be open, supportive, and informal in nature. Supervision must also be continuous—it should not be treated as a sporadic or secondary task performed only when time allows, but should be carried out regularly, systematically, and sustainably. The supervision program must be integral to and aligned with the educational objectives of the institution. Within any educational organization, various systems of behavior exist, all aimed toward the same goal: achieving educational objectives.

Supervision must also be comprehensive. Managerial supervision by madrasah supervisors plays a strategic role in improving the quality of education. An effective supervision program must encompass all aspects of madrasah management and align with the school's vision and mission, as each component is interrelated and mutually influential. According to Ntimuk et al. (2023), supervision conducted by school principals—as madrasah supervisors—can enhance student learning outcomes through continuous improvement that begins with thorough planning, structured implementation, and constructive evaluation. This reinforces the notion that supervision must cover all managerial aspects to achieve educational goals holistically.

Furthermore, Puspitasari et al. (2023) emphasize that madrasah supervisors must be innovative and adaptive to the challenges of the 21st century, such as technological change and dynamic curricular needs. Constructive and creative supervision, including collaborative and technology-based approaches, can foster a conducive and innovative learning environment. Walid et al. (2024) also state that effective supervision significantly contributes to improving teacher competence, integrating technology into learning, and enhancing student outcomes. Positive interactions between supervisors, teachers, and school management are essential in creating an innovative and supportive educational climate.

Astari (2023) asserts that educational supervision aims to improve the professional and technical capacities of teachers and other education personnel. Supervision conducted with a collaborative and humanistic approach can generate an inspiring, interactive, and enjoyable learning atmosphere, ultimately improving educational quality in madrasahs.

Supervision programs must cover all relevant aspects, in accordance with the madrasah's vision and mission, since each element is inherently interconnected. Supervision should be constructive and creative—it is not meant to identify faults, but rather to nurture initiative and encourage schools to actively create a positive learning environment. Supervision must also be objective. In designing, implementing, and evaluating supervisory programs, objectivity must be maintained. This means that the program must be based on real issues and the actual needs faced by the madrasah.

In an atmosphere of collegiality, supervisors can share knowledge and experiences to

collectively enhance their competence and performance. Such forums will function effectively if guided by appropriate frameworks and study materials. In its implementation, managerial supervision must be guided by the following principles (Mulyasa, 2013):

- 1) Collaborative Principle
- 2) Supervision is carried out in a spirit of partnership between the supervisor and the madrasah principal;
- 3) Objectivity Principle
- 4) Supervision must be based on accurate data and facts, not assumptions;
- 5) Continuity Principle
- 6) Supervision activities are conducted periodically and in a planned manner;
- 7) Constructive Principle
- 8) Providing feedback that promotes improvement;
- 9) Democratic Principle
- 10) Encouraging open dialogue and consensus-based decision-making.

The principles of managerial supervision in madrasahs emphasize a humanistic, democratic, educational, and quality-oriented approach. Supervision should be implemented based on cooperation, not fault-finding, but rather to foster and empower madrasah principals in performing their managerial functions. It should also be continuous, objective, systematic, and aligned with the actual needs of the madrasah. By applying these principles, managerial supervision becomes a constructive coaching process that supports the creation of a positive work climate and improves institutional performance as a whole.

### Core Duties of Supervisors in Managerial Supervision

The core duties of supervisors in the context of managerial supervision, based on the Regulation of the Minister of Religious Affairs No. 58 of 2017 and the Ministry of National Education (Depdiknas, 2008), include:

- 1) Developing a supervision program based on the specific needs of their assigned madrasahs;
- 2) Supervising the managerial aspects of madrasah principals, including curriculum planning, teacher management, facilities and infrastructure, and financial administration;
- 3) Providing coaching and constructive feedback to principals to improve educational management;
- 4) Conducting monitoring and evaluation of the implementation of madrasah programs;
- 5) Reporting supervision results to higher

authorities and preparing follow-up recommendations.

Supervisors are also expected to possess competencies as leaders, coaches, and mentors in helping madrasah principals become effective education managers. According to Sudjana (2006), there are at least three essential activities that supervisors must carry out:

- 1) Providing coaching to improve the quality of schools, the performance of principals, teachers, and all school staff;
- 2) Evaluating and monitoring the implementation and development of madrasah programs;
- 3) Assessing the process and outcomes of madrasah development programs collaboratively with madrasah stakeholders.

Based on the description above, educational supervisors play multiple roles as: (1) Evaluator, (2) Researcher, (3) Developer, (4) Pioneer/Innovator, (5) Motivator, (6) Consultant, and (7) Collaborator in the effort to improve the quality of education in their assigned schools. According to Harningsih (2023), these roles can be further elaborated in the following table 1.

Managerial supervision essentially refers to the activities of monitoring, coaching, and overseeing the school principal and all other school personnel in managing, administering, and implementing all school activities. These efforts aim to ensure that the school functions effectively and efficiently in order to achieve the objectives of the madrasah and to meet national education standards.

### Implementation of Managerial Supervision

Based on the research findings, managerial supervision has been conducted regularly, at least twice a year. Supervisors carry out their duties based on the guidelines stipulated in the Regulation of the Minister of Religious Affairs of the Republic of Indonesia Number 58 of 2017 concerning Madrasah Supervisors. The aspects supervised include the planning of madrasah programs, curriculum implementation, human resource management, administrative operations, and facilities and infrastructure. In accordance with the Ministerial Regulation No. 58 of 2017, the implementation of managerial supervision by supervisors at the MTs (Madrasah Tsanawiyah) level involves several key stages. A summary of the analysis results on the implementation of managerial supervision in MTs within Kudus Regency is presented as Table 2.

The implementation of managerial supervision by Madrasah Tsanawiyah (MTs) supervisors in Kudus Regency demonstrates significant efforts to

**Table 1.** Description of the Duties of the Madrasah Supervisor

<b>Task Details</b>	<b>Managerial Supervision (Administration and Management of the Madrasah)</b>
Supervision	<ul style="list-style-type: none"> <li>• Implementation of the Madrasah curriculum</li> <li>• Management of Madrasah administration</li> <li>• Performance of the head of the Madrasah and staff</li> <li>• Progress of educational implementation at the Madrasah</li> <li>• Collaboration between the Madrasah and the community</li> </ul>
Advising	<ul style="list-style-type: none"> <li>• Head of the Madrasah in managing education</li> <li>• Head of the Madrasah in implementing educational innovations</li> <li>• Head of the Madrasah in improving the professional capabilities of school leaders</li> <li>• Advising Madrasah staff in carrying out Madrasah administrative duties</li> <li>• The head of the school and staff regarding the welfare of the Madrasah</li> </ul>
Monitoring	<ul style="list-style-type: none"> <li>• Implementation of the curriculum</li> <li>• Madrasah administration</li> <li>• Madrasah management</li> <li>• Progress of the Madrasah</li> <li>• Human resource development at the Madrasah</li> <li>• Organization of Madrasah exams</li> <li>• Organization of new student admissions</li> </ul>
Coordinating	<ul style="list-style-type: none"> <li>• Coordinating the improvement of Madrasah human resources</li> <li>• Implementation of innovations in the Madrasah</li> <li>• Coordinating Madrasah accreditation</li> <li>• Coordinating Madrasah resource activities</li> </ul>
Reporting	<ul style="list-style-type: none"> <li>• Performance of the head of the Madrasah</li> <li>• Performance of Madrasah staff</li> <li>• Education quality standards</li> <li>• Educational innovations</li> </ul>

Resource: Harningsih, 2023

improve the quality of education. According to research conducted by Habib Rahman (2018), madrasa supervisors in Kaliwungu District, Kudus Regency, have carried out academic supervision through an approach that involves monitoring, coaching, and mentoring in the planning, implementation, and assessment of learning at local MTs. The results of this supervision have had a positive impact on enhancing teachers' pedagogical competencies, although the development of students' potential has not yet been fully optimized by the school supervisors.

Additionally, research by Sulichan (2016) in MTs in Kudus Regency shows that madrasah principals have developed academic supervision

plans and strategies together with vice principals and all teacher components. Academic supervision was carried out through classroom visits, providing guidance and coaching to teachers, and collaboratively discussing problems faced by teachers during learning activities in order to improve the achievement of learning objectives.

However, challenges in the implementation of managerial supervision at MTs in Kudus Regency include limited time and insufficient supporting facilities. These constraints have affected the effectiveness of academic supervision conducted by the madrasah principals. Overall, the implementation of managerial supervision by

**Table 2.** Summary of the Analysis Results of Managerial Supervision Implementation at MTs

No	Stage	Description
1	PROCESS OF MANAGERIAL SUPERVISION IMPLEMENTATION	
	Supervision Planning	Supervisors prepare an annual or semester work program for supervision based on the needs and conditions of the madrasa being supervised. In this stage, the following activities are carried out:
	Implementation	<ul style="list-style-type: none"> <li>Mapping the number of supervised madrasas;</li> <li>Identifying the supervision needs of each madrasa;</li> <li>Scheduling systematic supervision visits.</li> </ul> <p>Supervision is carried out through direct visits to the madrasa, including the following activities:</p> <ul style="list-style-type: none"> <li>Reviewing the head of madrasa's administrative documents (Annual Work Plan, Teacher Work Plan, organizational structure, work programs, etc.);</li> <li>Observing the decision-making process of the head of madrasa;</li> <li>Interviews or discussions with the head of madrasa, vice-head, and administrative staff;</li> <li>Analyzing the implementation of madrasa-based management (MBM), including curriculum management, student affairs, facilities and infrastructure, and finance</li> </ul>
	Evaluation and Feedback	<p>After the supervision is conducted, the supervisor provides:</p> <ul style="list-style-type: none"> <li>Written and oral feedback regarding the strengths and weaknesses of madrasa management;</li> <li>Development recommendations, such as leadership training, madrasa information system training, or improvement of the administrative system.</li> </ul>
2	ASPECTS EVALUATED IN MANAGERIAL SUPERVISION	<p>In the implementation of managerial supervision at MTs, the supervisor evaluates several aspects, including:</p> <ul style="list-style-type: none"> <li>Planning the madrasa work program (vision, mission, goals, indicators);</li> <li>Management of teaching and educational staff (task distribution, teacher development);</li> <li>Curriculum management (implementation of KMA No. 183/2019, integration of religious education and general curriculum);</li> <li>Madrasa administration (finance, inventory, archives);</li> <li>Madrasa environment and culture management;</li> <li>Madrasa relations with the community.</li> <li>According to Mulyasa (2013), these aspects are an important part of the head of madrasa's competencies that should be developed by the supervisor through a coaching and mentoring approach.</li> </ul>
3	MODEL OF MANAGERIAL SUPERVISION APPLIED	<p>Tsanawiyah madrasa supervisors generally use several models of managerial supervision, including:</p> <ul style="list-style-type: none"> <li>Clinical supervision model, used for case-based coaching;</li> <li>Collaborative supervision model, where the supervisor acts as a strategic partner to the head of madrasa;</li> <li>E-supervision model, utilizing technology such as SIMPATIKA and EMIS to monitor data-based management</li> </ul>

positive results in improving teachers' pedagogical competencies. Nevertheless, to achieve optimal outcomes, it is necessary to increase the number of supervisors and provide continuous training for both supervisors and madrasah principals.

### Challenges Encountered

Several challenges identified in the implementation of managerial supervision include:(a) Limited number of supervisors, leading to a non-ideal ratio between supervisors and madrasahs;(b) Lack of continuous training, resulting in low competence among supervisors in managerial technology and modern supervision (Mulyasa, 2013);(c) Limited operational budget for supervision, which affects both the frequency and quality of supervision;(d) Inadequate support from information technology systems, making it difficult for supervisors to conduct digital-based reporting and monitoring;(e) The disproportionate number of supervisors to madrasahs, causing low supervision intensity;(f) Varied competence levels of madrasah principals, which leads to differing responses to supervision.

These issues are consistent with Arikunto's (2010) findings that successful supervision is highly influenced by the competence of supervisors, system support, and the readiness of the supervision targets.

### Strategies for Strengthening Managerial Supervision

To ensure more effective managerial supervision, several strategies are recommended:(1) Enhancing supervisor competence through training and certification in managerial supervision;(2) Developing an e-supervision system to integrate supervision reports with the madrasah education information system;(3) Optimizing the role of supervisors as strategic partners of madrasah principals, not merely as evaluators;(4) Implementing more flexible supervision schedules using continuous coaching and mentoring approaches (Sergiovanni, 2009).

To improve the quality of managerial supervision in MTs, the following steps should also be taken:(1) Conduct training and professional development for supervisors, particularly in change management and transformative leadership;(2) Strengthen synergy between regional and central offices of the Ministry of Religious Affairs in supporting supervision policies;(3) Enhance the role of the

Supervisors Working Group (Pokjawas) as a forum for learning and sharing best practices;(4) Utilize information technology in supervision and madrasah performance reporting.

### CONCLUSION

Managerial supervision by madrasah supervisors is a vital component in maintaining the quality and effectiveness of madrasah governance. The research findings indicate that although it has been carried out in accordance with the guidelines, its implementation still faces various challenges, including issues related to human resources, policies, and supporting facilities. Therefore, strategic and systematic steps are needed to strengthen the capacity of supervisors and develop a more professional, sustainable, and adaptive supervision system in response to changing times. The implementation of managerial supervision by Tsanawiyah madrasah supervisors is a professional development process aimed at creating effective, efficient, and accountable madrasah management. This supervision involves a collaborative and systematic approach to planning, implementing, and evaluating madrasah programs. Despite structural and technical challenges, with strengthened supervisor capacity and system support, managerial supervision can serve as a tool for transforming the quality of madrasah education.

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