School Management Strategies for Improving Teacher Performance Through Clinical Supervision

Musyaffa Rafiqie[*]
Universitas Ibrahimy Situbondo, Indonesia
Email : fiq.dewi@gmail.com

ABSTRACT

Clinical supervision is a professional support process provided to teachers to address instructional challenges through systematic steps involving lesson planning, observation of teaching behavior, and subsequent analysis and follow-up. This study employed a School Action Research method, collecting data through observation, field notes, and documentation. The research examined the principal's efforts to improve teacher performance through clinical supervision. Findings revealed a steady and significant improvement in teacher performance, with scores increasing from 58.2% prior to intervention to 70.1% after the first cycle, and further rising to 83.7% after the second cycle. These results demonstrate that clinical supervision not only enhances teacher competence but also contributes to improved student learning outcomes. The observed improvements stemmed from more thorough lesson planning, effective classroom delivery, and better utilization of learning resources. This study reaffirms clinical supervision as an effective professional development strategy, capable of fostering continuous improvement in teaching quality and creating optimal learning conditions for students.

INTRODUCTION

Teachers are a critical component of the education system, playing a decisive role in shaping the quality of learning outcomes. Their influence extends beyond the classroom, directly impacting the overall quality of education and the competitiveness of human resources in society. A nation's progress is closely tied to the effectiveness of its educators, as they are responsible for equipping students with essential knowledge, skills, and values. For this reason, teacher professionalism and competence must remain a priority in educational development policies (Huseyinli et al., 2014). Evidence from numerous educational systems demonstrates that the quality of teaching significantly affects student achievement, which in turn influences the country's

social and economic progress. When teachers are empowered with strong pedagogical skills, updated teaching methods, and adequate professional support, they can create high-quality learning experiences that foster student success. Consequently, the role of teacher development programs—particularly those involving structured and supportive supervision—is vital in improving education quality at both the micro (school) and macro (national) levels.

Despite the recognized importance of teachers in improving educational outcomes, many still face persistent challenges in delivering effective instruction. These challenges stem from various factors, including limited access to ongoing professional development, lack of individualized coaching, and insufficient instructional feedback. In many schools, supervision activities conducted by school leaders tend to be generic and administrative in nature, often neglecting the specific needs and contexts of individual teachers. As a result, professional growth becomes stagnant, and classroom practices may fail to adapt to the evolving demands of curriculum and pedagogy. This problem is further compounded by the fact that in some educational settings, supervision is perceived as fault-finding rather than as constructive support. When supervision fails to address teachers' real instructional challenges, the intended goal of improving teaching performance is not achieved. Without targeted and systematic professional assistance, teachers may continue to encounter difficulties that directly impact student learning outcomes and, ultimately, the overall quality of education.

In real school contexts, many teachers experience difficulties in delivering subject matter effectively to their students. These challenges may arise from the inherent complexity of certain subjects, gaps in teachers' pedagogical knowledge, or limitations in instructional strategies and classroom management. For example, a teacher may struggle to simplify abstract concepts in mathematics, or to design engaging learning activities for science topics. Such difficulties can lead to ineffective instruction, reduced student engagement, and lower comprehension rates among learners (Mastur & Haryanti, 2022). Additionally, some teachers face constraints in integrating modern teaching methods or educational technologies due to inadequate training or support. While supervision is intended to help overcome these challenges, in many cases, teachers are not involved in the planning process, leaving them as passive recipients rather than active participants in their own professional development. This disconnect between supervision design and teachers' needs results in limited impact on classroom practices, ultimately affecting the quality of the teaching-learning process.

Previous studies have emphasized the importance of supervision as a tool for improving teaching quality and professional competence. For instance, Lestaris (2019) demonstrated that clinical supervision conducted by principals can significantly enhance teacher performance when implemented systematically. Similarly, Mastur et al. (2022) highlighted the role of school principals as supervisors who are accountable not only for the implementation but also for the outcomes of supervision activities. These studies underscore that when supervision is focused, structured, and responsive to teachers' needs, it can lead to tangible improvements in instructional practices. However, existing literature also reveals that in many cases, supervision remains superficial and oriented toward compliance rather than professional growth. This limits its effectiveness in fostering deep pedagogical improvement. Moreover, much of the research to date has focused on general supervisory approaches, with relatively less emphasis on clinical supervision models that incorporate teacher participation, reflective dialogue, and systematic follow-up.

Although there is substantial evidence supporting the role of supervision in teacher development, gaps remain in how clinical supervision is operationalized in different school contexts. Many existing studies have not fully addressed how supervision can be adapted to cater to teachers' diverse instructional needs or how accountability mechanisms influence the quality of supervisory outcomes. Furthermore, there is a limited exploration of how principals' understanding of clinical supervision principles directly affects their ability to provide meaningful professional assistance. The research gap lies in the need for empirical studies that examine supervision as a collaborative, teacher-centered process rather than a top-down administrative function. Addressing this gap is crucial because without a tailored, need-based approach, supervision risks becoming a mere formality. By focusing on clinical supervision—characterized by systematic observation, analysis of teaching behavior, and personalized feedback—this research aims to contribute to a deeper understanding of how supervision can genuinely improve teacher performance and, by extension, student learning outcomes.

The novelty of this study lies in its focus on the integration of clinical supervision with a strong accountability framework for school principals. While previous research has recognized the benefits of supervision, few studies have systematically examined how principals' mastery of clinical supervision techniques and their accountability levels jointly influence teacher performance. This research emphasizes supervision not as a one-time evaluation but as a continuous, collaborative process involving planning, observation, analysis, and follow-up tailored to each teacher's unique challenges. It also positions clinical supervision as a professional growth strategy rather than merely a

monitoring tool. By adopting this approach, the study addresses both the pedagogical and managerial aspects of teacher development, ensuring that principals not only provide instructional guidance but also take responsibility for the outcomes of their supervisory practices. This dual focus on clinical methodology and leadership accountability provides a more comprehensive framework for improving teaching quality in schools.

Given the identified gaps and challenges, the main research problem addressed in this study is: How can clinical supervision, supported by strong principal accountability, effectively enhance teacher performance in delivering quality instruction? This question arises from the recognition that teacher professional growth depends not only on the availability of supervision but also on its quality, relevance, and follow-through. The underlying argument is that when principals apply clinical supervision principles systematically and take responsibility for their implementation, they can foster meaningful improvements in teachers' instructional practices. This research problem is grounded in the belief that supervision should be a supportive, collaborative, and data-driven process aimed at solving real classroom challenges rather than fulfilling bureaucratic requirements. By focusing on this problem, the study contributes to a more evidence-based understanding of how school leadership and instructional supervision interact to improve educational outcomes.

The proposed study argues that clinical supervision, when combined with high levels of principal accountability, can serve as a catalyst for sustained teacher professional growth. This is based on the premise that teachers require more than generalized feedback; they need targeted support aligned with their instructional context and challenges. The study's contribution lies in offering a practical model for implementing clinical supervision that includes teacher involvement in planning, systematic classroom observation, behavioral analysis, and actionable follow-up strategies. Additionally, it highlights the role of leadership accountability in ensuring that supervisory efforts translate into measurable improvements in teaching and learning. By providing empirical evidence on the effectiveness of such an approach, this research seeks to inform both policy and practice in educational leadership and teacher development. Ultimately, the findings are expected to contribute to the broader goal of improving education quality by equipping teachers with the skills and support necessary to meet the demands of contemporary classrooms.

METHOD

This study employed a qualitative descriptive approach to explore and address challenges in optimizing teachers' use of learning media. The qualitative data were analyzed through a systematic process involving

comprehensive data review, data reduction, interpretation, and meaning-making. The research was conducted using the School Action Research (SAR) method, chosen because several instructional challenges had been identified, including teachers' limited ability to use learning media, low awareness of the importance of utilizing such media optimally, and the suboptimal integration of media in classroom instruction. Based on this problem identification, the study focused specifically on the core issue—the lack of optimization in the use of learning media by teachers.

To address these issues, the principal implemented clinical supervision aimed at enhancing teacher performance. This process involved observation, analysis, and reflection on teaching practices, followed by revision and re-implementation in the subsequent cycle. In alignment with the characteristics of school action research, the study followed a spiral cycle procedure consisting of four stages: planning, acting, observing, and reflecting (Fitri & Haryanti, 2020). Each cycle began with careful planning, proceeded with the execution of targeted actions, continued with systematic observation of those actions, and concluded with reflective evaluation to inform improvements for the next cycle.

The research subjects were teachers at MTs Khairus Sholeh Mlandingan Situbondo. Clinical supervision was provided as a professional form of assistance for teachers experiencing instructional difficulties, enabling them to address challenges through a structured process that included lesson planning, observation of teaching behaviors, behavioral analysis, and follow-up interventions. The principal's strategies for enhancing teacher performance encompassed monitoring, reviewing, evaluating, and improving instructional delivery. Teacher performance was prioritized, as effective educators play a pivotal role in improving education quality and nurturing students' potential.

Data collection procedures were carried out through classroom observations, which served as the primary source of information for evaluating instructional practices. Data analysis followed the steps of qualitative data analysis as outlined by Moleong (2013). This process comprised three concurrent streams of activity: (1) data reduction, involving the selection and simplification of relevant information; (2) data display, where organized information was presented in an accessible form for interpretation; and (3) conclusion drawing, in which insights were synthesized and findings were derived. This analytical process ensured that each cycle of action research was grounded in evidence-based reflection, enabling continuous improvement in both teacher performance and the optimal use of learning media.

FINDINGS AND DISCUSSION
Findings
Initial Condition

Pre-action reflection on the performance of upper-grade teachers at MTs Khairus Sholeh Mlandingan Situbondo indicated that the lesson planning component of instructional performance was lower than the implementation component, suggesting that teachers had not yet developed strong capabilities in planning lessons. In lesson planning, the percentage scores for formulating learning objectives and selecting and organizing teaching materials were both 60.0 percent, while the selection of learning resources or media, the choice of teaching methods, and the design of assessment plans each scored 50.0 percent. The lowest performance was observed in the selection of learning resources or media, reflecting a lack of optimal use of available instructional tools.

In terms of lesson implementation, the average performance for pre-instruction activities and lesson opening was 50.0 percent. Within the core activities, mastery of subject matter, the use of approaches or strategies, and classroom management each scored 62.5 percent, while the utilization of learning resources and the assessment of learning processes and outcomes both remained at 50.0 percent. The highest score, 75.5 percent, was found in the use of language, while lesson closure averaged 62.5 percent. The weakest aspects were the use of learning resources and the assessment of student learning. Teachers generally did not conduct reflective summaries, involve students in drawing conclusions at the end of lessons, or provide clear follow-up activities or enrichment.

Cycle I Implementation

In the preparation phase, upper-grade teachers collaborated to develop lesson plans designed to apply the Active, Innovative, Creative, and Joyful Learning approach. This involved creating Rencana Pelaksanaan Pembelajaran (RPP), preparing teaching aids and materials, and designing evaluation tools. After teaching sessions, the teachers evaluated their lessons to identify strengths and weaknesses, followed by adjustments for subsequent instruction.

The implementation phase followed the collaboratively prepared RPPs. Teachers conducted lessons while being observed in rotation by the school principal and fellow teachers. For instance, NST's lesson was observed by the principal and MNT; MNT's lesson was observed by the principal and NST; and KLM's lesson was observed by the principal and NST. After each session, collaborative reviews were held to provide constructive feedback on teaching performance, with particular attention to the use of learning resources, teaching strategies, and classroom management. During the observation phase, the

principal and the assigned peer observer systematically documented teaching strengths, areas in need of improvement, and examples of both effective practice and missed opportunities in optimizing learning media. The process allowed for shared professional insights and peer-to-peer support.

Reflection at the end of Cycle I showed signs of improvement compared to the initial condition. Although the selection and utilization of learning resources remained areas requiring significant enhancement, teachers displayed a stronger alignment between lesson planning and classroom execution. There was a notable increase in awareness of the importance of varied teaching media and structured lesson closure, laying the groundwork for further development in the next cycle.

Table 1. Percentage of Class Teacher Performance Results of Cycle I Actions

Teacher Performance Aspects		Average Score	Ideal Score	% Average Score
Lesson Plan Components				
I	Formulating learning objectives	3,5	5	75,0%
II	Selection and organization of learning materials	3,5	5	75,0%
III	Selection of learning resources/learning media	3	5	60,0%
IV	Learning methods	3,5	5	75,0%
V	Assessing learning outcomes	3,5	5	75 ,0%
	Total	**17**	**25**	**68,0%**
Learning Implementation Components				
I	Pre-Learning	2,5	4	62,5%
II	Opening the Lesson	2,5	4	62,5%
III	Core Learning Activities			
	a. Mastery of Material	3	4	75,0%
	b. Approach/Strategy	3	4	75,0%
	c. Utilization of Learning Resources	3	4	75,0%
	d. Student Learning Management	3	4	75,0%
	e. Assessment of the Learning Process and Outcomes	3	4	75,0%
	f. Language Use	3	4	75,0%
IV	Closing	3	4	75,0%
	Total	26	36	72,2%
	Overall			**70,1%**

After the implementation of clinical supervision in Cycle I, the performance scores of upper-grade teachers at MTs Khairus Sholeh Mlandingan Situbondo increased from an initial average of 58.2 percent to 70.1 percent. This improvement was visible across both major components—lesson planning and lesson implementation—although the overall performance category remained "low." Lesson planning improved from 58.0 percent to 68.0 percent, while

lesson implementation rose from 58.3 percent to 72.2 percent. The data suggested that enhanced planning contributed to better execution; however, teacher preparation before teaching was still weaker than their actual classroom delivery.

In lesson planning, most sub-components reached 75.0 percent, including formulating learning objectives, selecting and organizing teaching materials, choosing teaching methods, and designing assessment plans. The lowest sub-finding within planning was the selection of learning resources or media, which improved but remained at 60.0 percent. This indicated that teachers had not yet fully explored or integrated available instructional tools into their lesson plans.

In lesson implementation, pre-instruction activities and lesson openings each scored 62.5 percent, while all sub-components of core learning activities—mastery of subject matter, application of teaching strategies, use of learning resources, classroom management, assessment of processes and outcomes, and language use—achieved 75.0 percent. Lesson closure also scored 75.0 percent. A notable sub-finding was the significant increase in the use of learning resources from 50.0 percent in the initial stage to 75.0 percent in Cycle I, showing that teachers were beginning to integrate media more effectively. The relatively lowest implementation score was in classroom management, which, while improved, still required better strategies to sustain student engagement, encourage active participation, and maintain a lively and inclusive classroom atmosphere.

Cycle II Findings

Preparation activities in Cycle II were more refined and targeted, addressing the shortcomings identified in Cycle I. Teachers developed lesson plans, teaching aids, and evaluation tools with greater precision, resulting in more complete and confident preparations. Observations confirmed that teachers were better equipped and more systematic in their readiness for class.

During lesson delivery, instruction followed the collaboratively designed plans, with observations conducted in rotation by the principal and peer teachers. Each observed session was followed by a review that analyzed the clarity of instruction, the integration of learning media, and the overall quality of student engagement. A sub-finding here was the more consistent and purposeful use of varied media, which made lessons more dynamic and accessible.

The observation process maintained a collaborative approach, enabling detailed records of teaching strengths and areas for improvement. Reflections at the end of Cycle II demonstrated that feedback from Cycle I had effectively

shaped supervision strategies. Teachers received more operational and context-specific guidance, which helped them address weaknesses from both the planning and implementation stages. A recurring sub-finding was the persistence of limited innovation in preparing instructional media, as many teachers still defaulted to established routines. Supervisory feedback in this cycle focused on encouraging experimentation with diverse resources to make learning more engaging.

Performance test results in Cycle II, as detailed in Table 2, confirmed the positive effect of these interventions. All measured components continued to improve, with notable gains in media use, lesson structure, and student engagement, suggesting that sustained and targeted clinical supervision could progressively raise teacher performance standards..

Table 2. Percentage of High Class Teacher Performance Results of Cycle II Actions

Teacher Performance Aspects		Average Score	Ideal Score	% Average Score
Lesson Plan Components				
I	Formulating learning objectives	4,5	5	90,0%
II	Selection and organization of learning materials	4,5	5	90,0%
III	Selection of learning resources/learning media	4	5	80,0%
IV	Learning methods	4	5	80,0%
V	Assessing learning outcomes	4	5	80,0%
	Total	**21**	**25**	**84,0%**
Learning Implementation Components				
I	Pre-Learning	4	4	100,0%
II	Opening the Lesson	4	4	100,0%
III	Core Learning Activities			
	a. Mastery of Material	3	4	75,0%
	b. Approach/Strategy	3	4	75,0%
	c. Utilization of Learning Resources	3	4	75,0%
	d. Student Learning Management	3	4	75,0%
	e. Assessment of the Learning Process and Outcomes	3	4	75,0%
	f. Use of Language	3	4	75,0%
IV	Closing	4	4	100,0%
	Total	**30**	**36**	**83,3%**
	Overall			**83,7%**

In Cycle II, the performance of upper-grade teachers at MTs Khairus Sholeh Mlandingan Situbondo showed a marked improvement, with the overall score rising from 70.1 percent to 83.7 percent, placing it in the "good" performance category. Both lesson planning and lesson implementation

improved, with planning increasing from 68.0 percent to 84.0 percent and implementation climbing from 70.1 percent to 83.3 percent. The improvement in planning was especially notable and appeared to have a direct, positive effect on classroom delivery, resulting in planning scores that were now equal to or higher than implementation scores.

Within lesson planning, teachers demonstrated strong gains across all components. Formulating learning objectives and selecting or organizing teaching materials each reached 90.0 percent, reflecting greater clarity and coherence in preparing instructional content. The selection of learning resources and media, previously the weakest aspect, advanced to 80.0 percent, indicating that teachers were now integrating a wider variety of instructional tools into their planning. The choice of teaching methods and the design of assessment plans also reached 80.0 percent, suggesting a more balanced and comprehensive approach to preparing lessons.

Lesson implementation in Cycle II revealed equally encouraging results. Pre-instruction activities and lesson openings both achieved a perfect score of 100.0 percent, signaling that teachers had become adept at setting the stage for learning and capturing student attention from the outset. The core learning activities maintained strong consistency, with mastery of subject matter, teaching strategies, use of learning resources, classroom management, assessment practices, and language use each scoring 75.0 percent. Lesson closures, like openings, achieved 100.0 percent, showing that teachers were concluding sessions with effective summaries, reflections, and follow-up directions.

A key sub-finding was the significant enhancement in the use of learning resources. What began as a weakness in the early stages of the study had now developed into a strength, with teachers applying varied media and materials that enriched the learning process and increased student engagement. This progression suggested that clinical supervision had not only addressed immediate deficiencies but also fostered sustained professional growth in how teachers plan and deliver instruction. Furthermore, the final reflection results showed a clearer improvement in teacher performance from the initial test, Cycle I, to Cycle II. This improvement can be seen in the following table.

Table 3. Percentage of High-Level Teacher Performance from Initial Condition, Cycle I Results, and Cycle II Results

Teacher Performance Aspects	% Performance		
	Beginning	Cycle I	Cycle II
Lesson Plan Components			
I Formulating learning objectives	60,0%	75,0%	90,0%
II Selection and organization of learning materials	60,0%	75,0%	90,0%

III	Selection of learning resources/learning media			
		50,0%	60,0%	80,0%
IV	Learning methods	50,0%	75,0%	80,0%
V	Assessing learning outcomes	50,0%	75,0%	80,0%
	Total	58,0%	68,0%	84,0%
Learning Implementation Components				
I	Pre-Learning	50,0%	62,5%	100,0%
II	Opening the Lesson	50,0%	62,5%	100,0%
III	Core Learning Activities			
	a. Mastery of Material	62,5%	75,0%	75,0%
	b. Approach/Strategy	62,5%	75,0%	75,0%
	c. Utilization of Learning Resources	**50,0%**	75,0%	75,0%
	d. Student Learning Management	62,5%	75,0%	75,0%
	e. Assessment of the Learning Process and Outcomes	**50,0%**	75,0%	75,0%
	f. Use of Language	75,0%	75,0%	75,0%
IV	Closing	62,5%	75,0%	100,0%
	Total	58,3%	72,2%	83,3%
	Overall	**58,2%**	**70,1%**	**83,7%**

The table shows that teacher performance increased from 58.2% before the intervention, to 70.1% after cycle I, and again to 83.7% after cycle II. This data demonstrates a significant increase from the beginning to the end of cycle II.

Discussion

The findings of this action research indicate that the implementation of clinical supervision for classroom teachers resulted in a marked improvement in teacher performance. This enhancement had a direct and positive impact on student learning outcomes. The relationship between these two variables is logical: when teacher performance improves, instructional delivery becomes more effective, enabling optimal learning conditions. Consequently, students are better able to absorb the material presented, leading to higher levels of academic achievement.

Clinical supervision proved to be an effective intervention in addressing the challenges teachers encountered during the teaching and learning process. By offering targeted, structured, and professional support, clinical supervision improved the quality of instruction and, in turn, elevated the overall quality of the learning experience (Ansori et al., 2016; Humairoh et al., 2016). As noted by Yulia Jayanti et al. (2016), clinical supervision can be seen as a practical solution to the instructional difficulties faced by teachers.

According to Archeson and Gall, as cited in Yulia Jayanti et al. (2016), the primary aim of clinical supervision is to enhance teachers' classroom practice. More specifically, it seeks to provide teachers with objective feedback on their

instructional performance, diagnose and help resolve teaching-related problems, develop skills in applying instructional strategies, evaluate teachers for professional advancement or other administrative decisions, and foster a positive attitude toward continuous professional development.

These results align with previous studies. Ansori et al. (2016), in their research entitled Implementation of Clinical Supervision to Improve the Performance of Elementary School Teachers, found that clinical supervision significantly enhanced teacher performance in elementary school classrooms. Similarly, Anuli (2018), in her study The Application of Clinical Supervision by Supervisors to Improve Teachers' Teaching Skills, concluded that clinical supervision conducted by educational supervisors was highly effective in improving teachers' instructional skills. The consistency of these findings across different educational contexts underscores the potential of clinical supervision as a sustainable professional development strategy that not only strengthens teacher competence but also positively shapes the learning environment.

CONCLUSION

Based on the results and discussion, it can be concluded that the principal's initiative to enhance teacher performance through clinical supervision at MTs Khairus Sholeh Mlandingan Situbondo proved highly effective. Teacher performance, which initially stood at 58.2% prior to the intervention, rose to 70.1% after the first cycle and further increased to 83.7% following the second cycle. This consistent upward trend demonstrates the substantial impact of clinical supervision on improving teaching practices. The findings confirm that clinical supervision for upper-grade teachers not only strengthened their professional competence but also contributed directly to better student learning outcomes. This correlation is well-founded, as improved teacher performance leads to more effective teaching, creating optimal learning conditions. As a result, students are able to absorb instructional material more readily and achieve higher levels of academic success.

A key driver of this improvement was the teachers' increasingly meticulous lesson planning, which ensured that instructional activities were well-prepared, appropriately resourced, and pedagogically sound. Such comprehensive preparation enhanced the quality of classroom delivery and fostered a more engaging and supportive learning environment. This study reaffirms the value of clinical supervision as a strategic and sustainable professional development approach. When implemented systematically, it not only elevates teacher performance but also strengthens the overall instructional ecosystem, thereby maximizing student achievement and fostering a culture of continuous improvement in schools.

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