



LITERATURE STUDY: ACADEMIC SUPERVISION BY THE PRINCIPAL TO IMPROVE THE QUALITY OF EDUCATORS

Fauziah Yolviansyah^{1,*}, Hermanto²

^{1,2}Universitas Negeri Yogyakarta, Yogyakarta, Indonesia

Corresponding author email: fauziahylviansyah.2022@student.uny.ac.id

Article Info

Received: 19 Dec 2022

Revised: 08 Apr 2023

Accepted: 09 Apr 2023

OnlineVersion: 25 Apr 2023

Abstract :

Academic supervision is one of the main tasks and responsibilities of the principal. This research aims to look at academic supervision in physics education and the quality of education. The quality of educators is a topic of discussion in educational management. Educators play a role in improving the quality of education because educators are the parties who participate in the teaching and learning process and are closest to students. Supervision of academic leadership positively impacts improving the quality of education. In this case, empowering educational leadership can improve functional abilities so that school principals can serve in accordance with their authority and responsibilities and manage all school activities to run well and function optimally. This study uses the literature review method, which looks at the problems around it.

Keywords: Academic Supervision; Educator Quality; Leadership; Principal

This is open access article under the [CC BY-NC-SA](https://creativecommons.org/licenses/by-nc-sa/4.0/) licence



INTRODUCTION

The principal's leadership has a significant influence on school effectiveness (Shava., Tlou, 2018; Andriani, 2019). Principal leadership is known to be the second biggest factor that has a significant influence on the quality of learning and student achievement (Shen, 2021; Halinger & Heck, 2011). The main factor influencing education is the educator (teacher). Educators have a role in improving the quality of education, because educators are the parties who participate in the teaching and learning process and are closest to students (Purbasari, 2015; Marhawati, 2020; Yusra et al, 2023; Astalini et al, 2023). To achieve this goal, educators are expected to play various functions including: as guides, reformers, models and examples, for their students. Good teachers can make a difference in the progress of their students. The meta-analytic results show that educators are an important source of variance in the development of students in schools (Hattie, 2009; Nadori., & Hoyi, 2020; Ebiati, 2021). Teacher competence is conceptualized as a framework that describes the specific personal qualities that teachers need to meet the high demands of their profession. The concept includes both cognitive and motivational variables. For example, good teachers must have in-depth knowledge of instructional tasks and strategies that promote students' conceptual understanding (i.e., knowledge of pedagogical content. They must also demonstrate a certain level of motivation to be able to actually concentrate on the challenges of everyday classroom teaching (Keller , 2014; Junaidi & Fadillah, 2022).

In this case the teacher must have sufficient professional skills. The professional ability of educators in carrying out their duties is a demand that educators must fulfill. The reality is that not all educators in schools are really professional in carrying out their duties (Yada & Jappinen, 2022). Educator quality can be described as having three basic dimensions: effective classroom management, supportive classroom climate, and cognitive activation potential (Klieme & Reusser, 2009). Educator competence refers to the teacher's personal characteristics (eg knowledge and motivation). In contrast, teaching quality refers to the real behavior of educators and educator-student interactions in the classroom environment (Rimm-Kaufman & Hamre, 2010; Suhara et al, 2022). Thus, although teacher competence must be linked to teaching quality, the two are not interchangeable. Therefore, cooperation between school personnel (educators, students, principals, administrative staff) and those outside the school who are related to the school are needed (Yada & Jappinen, 2022; Navaridas-Nalda et al., 2020; Zheng, 2017) so as to achieve the goals that have been formulated.

One initiative that can be done is with academic supervision. There is research conducted to see the implementation of academic supervision including; Research in Nigeria indicates that pedagogical supervision occupies a crucial position in the education system and needs to receive attention that focuses on tactics for enhancing teacher professional growth, curriculum and teaching techniques in the classroom (Okendu, 2012). Meanwhile in Indonesia, the RI National Education Regulation No. 13 of 2007 has explained the competency standards for school principals. This policy has established five competency standards for school principals, namely personality, social, managerial, entrepreneurial, and supervision competencies.

Academic Supervision is a professional mentoring activity for teachers to be able to carry out their teaching duties and improve the quality of learning outcomes (Prasojo, 2011; Glickman, 2007 Elliani, 2018; Dermawati, 2021). The main indicator of academic supervision is that educators are able to develop learning for students to be more active, creative, innovative, effective, efficient, and enjoyable (Yaskur, 2019). The goal is to develop the professionalism of educators, monitor the quality of learning, and increase the motivation of educators to work (Sergiovanni, 1987; Djam'an Satori; 2005; Iis & Suhayati, 2013). Developing teaching abilities is not only emphasized in increasing educator knowledge & teaching skills, but also increasing educator commitment, willingness, or motivation (Suryani, 2015). By increasing the ability and work motivation of educators, academic quality will increase. The responsibility for the supervisory application at school is the head of the school (Agustina, 2020). Therefore the principal must have supervisory competence. The essence of supervisory activities is to help educators and is not the same as evaluating the performance of educators, even though there is an evaluation in academic supervision. In academic supervision, evaluating the performance of educators in managing the learning process is an inevitable process.

Academic supervisors must take the right approach. Based on the developmental theory of Erickson and Piaget, the monitoring approach can be divided into four areas. (1) Style control directive. This style is used when the teacher has a low level of self-development. educators do not have the will, knowledge, passive and do not want to be involved in decision making. Compared to teachers, supervisors are more enthusiastic in solving problems. (2) Information-oriented style; This style is used when the level of teacher training is rather low. Educators lack knowledge and experience and do not know what to do for their own growth. Supervisors deal with educator concerns and act as the primary source of information. (3) cooperative behavior style. This style is used when the educator's level of development is moderate, where teachers and supervisors have the same level of expertise and work together to solve problems. (4) non-directive behavior style; Used when the developmental level of educators and teachers has the expertise, initiative, and commitment to solve problems (Glickman, Gordon, & Ross, 2010). Supervisors must choose the approach that best fits the educator's level of development. Rahabav (2016) states that the right supervision approach can increase educators' motivation to work in class, willingness to teach, and the quality of the learning process.

Effective academic supervision requires planning (Directorate General of Teachers & Education Personnel, 2019a) including; the process of setting monitoring goals and achieving them that are considered effective for the targets set. Planning for this supervision needs to be carried out objectively, responsibly, continuously, based on reference to the National Education Standards, & based on the needs of the school (Prasojo & Sudiyono, 2002). The process of planning for academic

supervision also needs to prepare monitoring tools such as a complete list of supervised schools & teachers, annual, monthly & weekly learning activities, class visit schedules, & supervision instruments.

The foundation of academic supervision activities is studied as a system in which school leaders provide support to improve the professional skills of educators so that they can better cope with the core tasks of teaching students or foundations. Can plan a series of programs and procedures for school activities aimed at improving the quality of learning carried out by educators. The less intensive implementation of academic supervision is due to the many administrative tasks of the school principal, making it difficult to take the time to conduct intensive academic supervision. If this condition continues, it will provide a climate that is less conducive to improving the professionalism of educators and the quality of education.

It is undeniable that the quality of education in Indonesia is still far from what is expected, especially when compared to other countries. The declining quality of education in general and in schools in particular in Indonesia can be attributed to the low quality of the country's education system and a lack of human resources (Anwar, 2018). Indonesia's current level of human resources is due to the low quality of education with various types and levels of education. The quality of national education is measured by the attainment of all national education standards, including standards for content, process, graduation competencies, educators and educational staff, facilities and infrastructure, education delivery, funding and evaluation (PP RI No. 19 of 2005) replaced by (PP RI 32 year 2013). Serious and genuine attention from those involved in fulfilling and realizing all these standards determines the quality of education (Handayani, 2016).

Based on research conducted by Sukayana et al (2019) states that there is a contribution between the principal's academic supervision on teacher performance of 23.60%. Then research conducted by Lorensius et al (2022) shows that the implementation of academic supervision by school principals is based on the need to overcome problems with learning devices, lesson plans, learning materials, classroom management, learning outcomes assessment, teacher discipline, and the implementation of character education. And research conducted by Isbianti, Andriani (2021) states that the implementation of the principal's academic supervision is seen from seven indicators, it turns out that of the seven indicators there is the lowest presentation on the implementation of guidance for teachers to compile a syllabus for each subject in accordance with the curriculum.

The study shows that academic supervision needs to be planned, implemented and evaluated systematically by school principals. This study was conducted to answer the research question of "How to improve the quality of educators through academic supervision by school principals?".

RESEARCH METHOD

In writing this article using library research methods or using literature studies. Literature study is research that answers existing problems by looking at existing literature that is in accordance with the problem so as to produce answers or solutions to these problems (Surani, 2019). The literature used is in the form of books, national journals and international journals. This research will present arguments from the literature review and the results of researchers' thoughts on character education and the quality of education in Indonesia through personal improvement, professional quality of teachers and better education management. The literature from this research is reviewed in such a way that it is able to answer the topic being discussed thoroughly.

RESULTS AND DISCUSSION

Education is a means for us to develop our potential through the learning process that is obtained. As stated in the 1945 Constitution of the Republic of Indonesia article 31 paragraph 1, it states "every citizen has the right to education". We can certainly understand that together we as citizens have the right to education so that it can improve the quality of life and can give birth to future generations who are intelligent and have good character. In this case the quality of education is very influential on the success of education in Indonesia.

The success described above is part of achieving quality education that does not only come from input/output, but most importantly is the process, the purpose of this process is the actions taken by a leader to advance the institution he manages. to achieve his goal. What are the processes, namely

decision-making, policies, institutional management processes, monitoring processes, supervision processes and teaching and learning processes as well as evaluation of all these processes.

In recent years, research has made progress not only in identifying successful teachers (eg, in value-added models), but also in delineating specific aspects of teacher competence that can be measured directly, through teacher surveys or standardized tests (Gitomer & Zisk, 2015). Just as we can for student outcomes, we can distinguish between aspects of teacher competency that are more cognitive versus those that are more motivational (Kleickmann et al., 2013). Cognitive constructs consist of educators' professional knowledge and beliefs (Fives & Gill, 2015), both of which have been widely discussed, particularly in the field of science education. The motivational construct of educator competency areas includes aspects such as self-efficacy and enthusiasm for teaching (Zee & Koomen, 2016). It appears that motivational variables are as important to the competent educator as they are to the classical field of knowledge. So the need for academic supervision carried out by the school principal.

Etymologically the term supervision is taken from English, namely supervision which means supervision (Mustofa and Jasmani, 2013). Furthermore, Sergiovani and Starrat (2007) explain that "supervision is an activity that is different, supports and advances that cares for students and appreciates the importance of what is being taught". Supervision is an activity that involves someone in providing support and development of students and appreciating what has been taught. Along with the development of research conducted especially in the field of education, the term academic supervision is also known as educational supervision and has helped change the approach in education.

Supervision activities are not only monitoring activities but also improve the work environment and stimulate people to work more effectively. From an academic point of view, according to Sagala (2012: 94) supervision is assistance and services provided to teachers so they want to continue learning, improve the quality of learning, foster teacher creativity, improve together by selecting and revising educational goals, teaching materials, teaching models and methods, as well as teaching evaluation to improve the quality of learning, education, and curriculum in the development of teaching and learning properly in order to obtain better results.

One component that is the target of supervision is educators who are divided into three levels of supervision in schools. At the level of academic supervision includes the attention of students who are busy learning, the teacher's performance in explaining the subject matter, the teacher's skills in using visual aids, the accuracy of the teacher in assessing student learning outcomes in learning. class or correcting test work.

1. Basic Concepts of Academic Supervision

One theory that supports the development of human resources, and is considered to have relevance to the needs of supervision in the field of education, is the theory of human capital. Permadi (2010: 30) explains that the theory of human capital is a school of thought that considers human resources as capital goods that can determine profit and productivity as another form of capital.

Supervision in the field of education is an activity carried out to train the human resources of educators or teachers in educational forums. This management is carried out to utilize human resources so that they have an attitude (personality) that is integrated and coordinated to achieve organizational goals, in this case the school. This management can be carried out by school principals and school supervisors by using their authority as supervisors through decisions made by directing resources to achieve goals in the framework of knowledge (knowledge), sharing skills/skills (skill development), and behavior or behavior change. (change of attitude).

This professional enhancement is more successful when teachers do it of their own volition and dedication. However, teachers often do not know or understand the methods, processes and mechanisms for obtaining the resources essential for enhancing their professional skills, and often rely on the assistance of others. The support needed by teachers to improve their performance and professionalism is in the form of supervision. In learning activities, supervision is seen as the art of working with a group of teachers to achieve optimal and useful results in the world of education, especially in the learning process activities. Collaborative work in the supervision of learning requires the ability to practice the principles of good interpersonal relations (Sagala, 2012: 87).

2. Planning Academic Supervision Activities with the Teacher

Academic supervision must be carried out systematically so that it can function properly and achieve the goals set (Larasati & Sujanto, 2014). Therefore, scientific supervision requires planning. The Directorate General of Teachers and Education Personnel, lists the scope of the educational supervision plan. (2) provision of teachers and preparation of learning assessments; (3) achieving the goals of degree competency standards, process standards, content standards, and rules of practice; and (4) review the quality of learning. This planning must pay attention to the principles of objectivity, accountability and sustainability, based on the National Education Standards (SNP) as well as the needs and conditions of schools (Priansa, 2021).

Supervisors must prepare, plan and interact with the educators they supervise first. Furthermore, in addition to facilities, supervisors also need to choose the right supervision technique (Burhanuddin, 2005). Makawimbang (2011) mentions various control techniques that can be used, namely; 1) class visits and observations, 2) individual talks, 3) group discussions, 4) teaching demonstrations.

The implementation of supervision activities is followed by reporting results to educators (Burhanuddin, 2005). Lantip and Sudiyono (2011: 123), the results of this report have several actions as a follow-up to a supervision report which include: a. Reviewing the summary of research results, b. The goals of academic supervision and learning standards have not been achieved, the supervisor should re-assess the knowledge, skills and attitudes of educators who are the goal of fostering or redesigning educators' academic supervision programs for further learning, c. Make an action plan for academic supervision, d. Implement the action plan in the next learning process.

3. Implementation of Principal Academic Supervision

Based on research that has been conducted by Isbianti & Andriani (2021), there are several indicators of implementing academic supervision by school principals to develop educator competence so that the quality of education continues to improve as follows: a) Academic supervision must understand concepts, principles, theories/technology, characteristics, and trends in the development of the learning process/guidance for each subject school. This understanding is important when school leaders consider their responsibilities as primary planners and implementers of school work. Success in scientific supervision procedures is achieved when supported by the principal's conceptual skills (Novianti, 2015).; b) Academic supervision must guide teachers in preparing the syllabus for each subject in accordance with the applicable curriculum. The learning process is the center of school activities towards school progress. A successful learning process requires careful lesson preparation by the teacher. In other words, educators need to develop a curriculum, design learning materials that will be presented sequentially as part of the curriculum document, before teaching (Chanie, 2013). Syllabus is an important part of learning, so educators must prepare it carefully; c) Academic supervision must guide educators in choosing and using learning methods by looking at lesson plans. Lesson plans is a plan that describes the learning process and organization to acquire the basic competencies that are defined and described in the curriculum content standards (Suseya, 2017). Academic supervision must monitor the implementation of learning carried out by the teacher; d) Evaluate the learning activities carried out by the teacher; e) Motivating teachers to utilize information technology in learning in each subject.

CONCLUSION

Education is a very important factor in realizing quality human resources, so education is a human effort to improve and develop knowledge as well as moral and religious personality values. Therefore, education must continue to develop following the era of increasingly advanced times. In improving education, there must be supervision in it to fix things that are less precise in improving the quality of education. Principal academic supervision has a huge impact on the quality of education, as it has a significant positive impact on the quality of education services.

REFERENCES

- Agustina, A., Ibrahim, M. M., & Maulana, A. (2020). Pengaruh Motivasi Kerja Guru Terhadap Kinerja Guru Pada Mtsn Di Kecamatan Bontotiro Kabupaten Bulukumba. *Idaarah*, 4(1), 111-118.
- Anshori, Muslich., Iswati, Sri. (2009). *Metodologi Penelitian Kuantitatif*. Surabaya: Airlangga University Press
- Anwar, K. (2018). Peran sistem penjaminan mutu pendidikan dalam meningkatkan mutu pendidikan di madrasah. *TA'DIBUNA: Jurnal Pendidikan Agama Islam*, 1(1), 41-56.
- Literature Study: Academic.... (Fauziah Yolviansyah & Hermanto) pp:16-22*

- Astalini, A., Darmaji, D., Kurniawan, D. A., Jaya, H., & Husna, S. M. (2022). Analysis of Teacher Responses to the Use of Web-based Assessment to Assess Students' Attitudes towards Science Subjects. *Integrated Science Education Journal*, 3(3), 66-71.
- Dermawati, D. (2021). Academic Supervision: The Efforts to Improve Teachers' Abilities in Implementing Standards of Learning Process. *AL-ISHLAH: Jurnal Pendidikan*, 13(1), 434-448. <https://doi.org/10.35445/alishlah.v13i1.518>
- Dullas, L. D., & Soliven, S. R. (2021). High school mathematics teachers' competence on the contents of a quantitative research paper. *International Journal of Evaluation and Research in Education*, 10(4), 1202–1212. <https://doi.org/10.11591/IJERE.V10I4.21574>
- Ebiati, E. (2021). Pengembangan Instrumen Tes Diagnostik Dengan Certainty Of Response Index Untuk Mengidentifikasi Miskonsepsi Siswa Pada Materi Ikatan Kimia. *Journal Evaluation in Education (JEE)*, 2(3), 112-116.
- Elliani, F. (2018). Pelaksanaan Supervisi Akademik Untuk Meningkatkan Kompetensi Guru Dalam Menyusun Rencana Pelaksanaan Pembelajaran (Studi Di Sd Negeri Lamklat Kecamatan Darussalam Kabupaten Aceh Besar). *At-Ta'dib: Jurnal Ilmiah Prodi Pendidikan Agama Islam*, 10(2) 174-181.
- Fives, H., & Gill, M. G. (Eds.). (2015). *International handbook of research on teachers' beliefs*.
- Gitomer, D. H., & Zisk, R. C. (2015). Knowing What Teachers Know. *Review of Research in Education*, 39(1), 1–53. <https://doi.org/10.3102/0091732X14557001>
- Glickman, C.D., Gordon, S.P., & Ross-Gordon, J.M. (2010). *Supervision and instructional leadership: a developmental approach (11th ed)*. Boston: Allyn and Bacon
- Handayani, M. (2016). Pencapaian standar nasional pendidikan berdasarkan hasil akreditasi SMA Di provinsi dki Jakarta. *Jurnal Pendidikan dan Kebudayaan*, 1(2), 179-201.
- Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. Routledge.
- Suhayati, I. Y. (2013). Supervisi akademik kepala sekolah, budaya sekolah dan kinerja mengajar guru. *Jurnal Administrasi Pendidikan*, 17(1).
- Isbianti, P., & Andriani, D. E. (2021). Pelaksanaan Supervisi Akademik oleh Kepala Sekolah Menengah Pertama Negeri di Klaten Jawa Tengah. *Jurnal Manajemen Pendidikan: Jurnal Ilmiah Administrasi, Manajemen Dan Kepemimpinan Pendidikan*, 3(1), 75-85.
- Jannah, L. M. (2019). *Metode penelitian kuantitatif*. Rajawali Press.
- Junaidi, J., & Fadillah, P. (2022). The Effect of the Shopee Application on Local Goods Using the Love of the Motherland Character in Class VI Elementary School Students. *Journal of Basic Education Research*, 3(3), 91-98
- Keller, M. M., Goetz, T., Becker, E. S., Morger, V., & Hensley, L. (2014). *Feeling and showing: A new conceptualization of dispositional teacher enthusiasm and its relation to students' interest*. *Learning and Instruction*, 33, 29–38. <https://doi.org/10.1016/j.learninstruc.2014.03.001>
- Kleickmann, T., Richter, D., Kunter, M., Elsner, J., Besser, M., Krauss, S., & Baumert, J. (2013). *Teachers' Content Knowledge and Pedagogical Content Knowledge: The Role of Structural Differences in Teacher Education*. *Journal of Teacher Education*, 64(1), 90–106. <https://doi.org/10.1177/0022487112460398>
- Klieme, E., Pauli, C., & Reusser, K. (2009). The Pythagoras study: Investigating effects of teaching and learning in Swiss and German mathematics classrooms. *The power of video studies in investigating teaching and learning in the classroom*, (s 137), 160.
- Larasati, A.M., & Bejo, S. (2014). Pelaksanaan supervisi akademik oleh kepala sekolah di SMP Negeri 269 Jakarta (2013). *Jurnal Improvement*. 1(1).
- Marhawati, B. (2020). Pelaksanaan Supervisi Akademik Kepala Sekolah Dasar: Studi Kualitatif. *JMSP (Jurnal Manajemen dan Supervisi Pendidikan)*, 4(2), 71-76.
- Muslim, S. B. (2010). *Supervisi pendidikan meningkatkan kualitas profesionalisme guru*. Bandung: Penerbit Alfabeta
- Navaridas-Nalda, F., Clavel-San Emeterio, M., Fernández-Ortiz, R., & Arias-Oliva, M. (2020). The strategic influence of school principal leadership in the digital transformation of schools. *Computers in Human Behavior*, 112, 106481. <https://doi.org/10.1016/j.chb.2020.106481>

- Nadori, S., & Hoyi, R. (2020). Pengembangan Media Pembelajaran Fisika Menggunakan Software Aurora 3D Materi Pengukuran. *Journal Evaluation in Education (JEE)*, 1(3), 78-82.
- Novianti, H. (2015). Pelaksanaan supervisi akademik kepala sekolah dalam meningkatkan kinerja guru. *Manajer Pendidikan: Jurnal Ilmiah Manajemen Pendidikan Program Pascasarjana*, 9(2).
- Okendu, J. N. (2012). The influence of instructional process and supervision on academic performance of secondary school students of Rivers State, Nigeria. *Academic Research International*, 3(1), 332.
- Prasojo, L. D. & Sudiyono. (2011). *Supervisi pendidikan*. Yogyakarta: Gava Media.
- Prihono, H. (2014). Model supervisi akademik berbasis evaluasi diri melalui MGMP sekolah untuk meningkatkan kompetensi pedagogik guru SMK di kabupaten wonogiri. *Educational Management*, 3(2).
- Purbasari, M. (2015). Pengaruh supervisi akademik terhadap kinerja mengajar guru di sekolah dasar. *Journal of elementary education*, 4(1), 46-52.
- Rimm-Kaufman, S. E., & Hamre, B. K. (2010). The role of psychological and developmental science in efforts to improve teacher quality. *Teachers College Record*, 112(12), 2988-3023. <https://doi.org/10.1177/016146811011201204>
- Rukajat, Ajat. (2018). *Pendekatan penelitian kuantitatif*. Yogyakarta: DeePublish
- Syaiful, S. (2013). *Konsep dan makna pembelajaran untuk membantu memecahkan problematika belajar dan mengajar*, Bandung: Alfabeta.
- Shen, J., Ma, X., Mansberger, N., Wu, H., Palmer, L. A. B., Poppink, S., & Reeves, P. L. (2021). The relationship between growth in principal leadership and growth in school performance: The teacher perspective. *Studies in Educational Evaluation*, 70, 101023. <https://doi.org/10.1016/j.stueduc.2021.101023>
- Suhara, Y. I., Siska, N. D., Fadilah, A. F., & Supriyadi, M. A. (2022). Comparative Analysis of Electronic Modules with Print Modules in Social Studies Learning to See Environmental Care Character Indicators. *Journal of Basic Education Research*, 3(3), 69-75
- Surani, D. (2019, May). Studi literatur: Peran teknolog pendidikan dalam pendidikan 4.0. In *Prosiding Seminar Nasional Pendidikan FKIP* (Vol. 2, No. 1, pp. 456-469).
- Suryani. (2015). Implementasi Supervisi Pendidikan Dalam Meningkatkan Proses Pembelajaran Di Min Sukadamai Kota Banda Aceh. *Jurnal Ilmiah DIDAKTIKA*, 16(1), 23–42.
- Susetya, B. (2017). Meningkatkan kemampuan guru dalam menyusun silabus dan RPP melalui supervisi akademik di SD N Gambiran Yogyakarta Tahun 2016. *Taman Cendekia: Jurnal Pendidikan Ke-SD-an*, 1(2), 134-141.
- Yada, T., & Jäppinen, A. K. (2022). Principals' perceptions about collective competences in shared leadership contexts. *Teaching and Teacher Education: Leadership and Professional Development*, 1, 100012. <https://doi.org/10.1016/j.tatelp.2022.100012>
- Yasykur, M. (2019). Supervisi Akademik Sebagai Upaya Meningkatkan Profesionalisme Guru. *Bina Manfaat Ilmu Jurnal Pendidikan*, 2(4), 685-728
- Yusra, D. M., Citra, Y. D., & Rosnita, R. (2023). Explicit Instruction Based E-Module Development on Momentum and Impulsive Material. *Integrated Science Education Journal*, 4(1), 14-19.
- Zee, M., & Koomen, H. M. (2016). Teacher self-efficacy and its effects on classroom processes, student academic adjustment, and teacher well-being: A synthesis of 40 years of research. *Review of Educational research*, 86(4), 981-1015.
- Zheng, Q., Li, L., Chen, H., & Loeb, S. (2017). What aspects of principal leadership are most highly correlated with school outcomes in China?. *Educational Administration Quarterly*, 53(3), 409-447. <https://doi.org/10.1177/0013161X17706152>