

Principal Supervisory Management in Improving the Quality of Learning at SMP

Ahmadi Sapto Nugroho¹, Saryanto², Jumintono³

^{1,2,3} Universitas Sarjanawiyata Tamansiswa (UST), Indonesia

* Correspondence e-mail; 5etonug@gmail.com

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Abstract

This study examines principal supervisory management in improving the quality of learning at SMP Negeri 5 Satu Atap Sapuran in 2026. The research aims to analyze the processes of planning, implementation, and evaluation of supervisory management, as well as to identify the supporting factors, challenges, and follow-up actions associated with supervision practices. A qualitative descriptive approach was employed, with data collected through interviews, observations, and document analysis involving the principal, teachers, and relevant school stakeholders. The findings indicate that effective supervisory management is implemented through systematic planning, classroom observation, constructive feedback, performance evaluation, and continuous follow-up activities. These supervisory practices contribute to enhancing teacher professionalism, instructional effectiveness, and student engagement in the learning process. The study also reveals that leadership commitment, teacher motivation, resource availability, and a collaborative school culture serve as key supporting factors for successful supervision. However, challenges such as limited time, varying teacher competencies, resistance to supervision, and educational changes may hinder the effectiveness of supervisory activities. To address these challenges, the principal implements professional development programs, coaching, mentoring, collaborative learning activities, and continuous monitoring. The analysis, grounded in Instructional Leadership Theory, Clinical Supervision Theory, Transformational Leadership Theory, Organizational Change Theory, and Continuous Improvement Theory, demonstrates that supervisory management is a strategic leadership practice that promotes sustainable improvement in learning quality. Therefore, effective principal supervision plays a vital role in strengthening teacher performance, improving educational outcomes, and supporting overall school effectiveness.

Keywords

Educational Supervision, Instructional Leadership, Learning Quality, Principal Supervisory Management, Teacher Professional Development.



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INTRODUCTION

Educational quality remains one of the primary indicators of successful school management in the contemporary era. Schools are expected not only to provide access to education but also to ensure that learning processes effectively develop students' knowledge, skills, attitudes, and character. The achievement of high-quality learning is influenced by various factors, including curriculum implementation, teacher competence, learning resources, school culture, and educational leadership. Among these factors, the role of the principal is particularly strategic because the principal serves as the leader, manager, supervisor, and motivator responsible for directing all educational activities toward the achievement of school goals. Effective principal leadership is therefore essential in creating a learning environment that promotes continuous improvement and academic excellence (Saryanto et al., 2024).

One of the principal's most important responsibilities is supervisory management. Educational supervision is a systematic effort to assist teachers in improving their professional competence, instructional practices, and classroom performance. Through supervision, principals can identify strengths and weaknesses in teaching practices, provide constructive feedback, facilitate professional development, and ensure that learning activities are aligned with educational standards and school objectives. Supervisory management is not merely an administrative activity but a developmental process aimed at enhancing the effectiveness and quality of teaching and learning. When conducted effectively, supervision can encourage teachers to adopt innovative teaching strategies, improve classroom management, and create meaningful learning experiences for students (Harnani et al., 2023.).

The quality of learning has become a central concern in Indonesian education, particularly in the context of improving student achievement and adapting to rapid social and technological changes. Learning quality refers to the extent to which educational activities facilitate student engagement, understanding, critical thinking, creativity, and achievement of learning objectives. High-quality learning is characterized by active student participation, effective instructional methods, appropriate assessment practices, and a supportive classroom environment. Consequently, schools need strong leadership and effective supervision systems to ensure that teaching and learning processes continuously improve and meet expected standards (Saodi et al., 2024).

In recent years, educational reforms in Indonesia have emphasized the importance of school-based management and instructional leadership. Principals are

expected to function not only as administrators but also as instructional leaders who actively monitor and support teaching practices. Through systematic supervision, principals can foster a culture of professional learning among teachers and encourage reflective practices that contribute to educational improvement. The success of these efforts largely depends on how supervisory management is planned, implemented, monitored, and evaluated within the school context. Therefore, examining principal supervisory management becomes essential for understanding how educational quality can be enhanced at the school level (Taking et al., 2025).

SMP Negeri 5 Satu Atap Sapuran, as one of the educational institutions serving junior secondary students, faces challenges and opportunities in maintaining and improving learning quality. Like many schools in developing educational environments, the school must ensure that teaching practices remain relevant, effective, and responsive to students' learning needs. Teachers are expected to continuously improve their pedagogical competence, while school leaders are required to provide adequate guidance and support. In this context, the principal's supervisory management plays a crucial role in coordinating educational activities, monitoring instructional implementation, and facilitating teacher development programs. Effective supervision can help teachers overcome instructional difficulties, improve lesson planning, and utilize appropriate learning strategies that support student achievement (Ridiyawati et al., 2025).

The importance of supervision in improving learning quality is supported by educational theories that emphasize instructional leadership and professional development. Instructional leadership theory suggests that principals who focus on teaching and learning processes can significantly influence student outcomes through teacher support and classroom supervision. Similarly, clinical supervision theory highlights the value of collaborative observation, feedback, and reflection in enhancing teacher performance. By integrating these supervisory approaches, principals can create a supportive environment where teachers are motivated to improve their instructional practices and contribute to school effectiveness (Ani et al., 2025).

Evidence from educational practice also demonstrates that the use of innovative learning strategies, effective teaching media, and student-centered approaches can significantly improve learning outcomes. Educational improvement efforts require continuous guidance and monitoring from school leaders to ensure that innovations are implemented successfully and sustainably. As demonstrated in various school improvement initiatives, active supervision contributes to increased teacher motivation, greater student participation, and more meaningful learning experiences.

These outcomes ultimately support the broader goal of educational quality enhancement(Siahaan et al., 2021).

Considering the strategic role of principals in educational improvement, it is important to examine how supervisory management is implemented in specific school settings. Understanding the planning, implementation, evaluation, and follow-up processes of supervision can provide valuable insights into effective leadership practices that contribute to learning quality. Such an examination can also identify challenges encountered during supervisory activities and explore strategies used by school leaders to address these challenges.

METHODS

This study employed a qualitative descriptive approach to explore the implementation of principal supervisory management in improving the quality of learning at SMP Negeri 5 Satu Atap Sapuran in 2026. The research was conducted in the natural school setting, focusing on understanding supervisory planning, implementation, evaluation, and follow-up activities carried out by the principal. Data were collected through in-depth interviews with the principal, teachers, and relevant stakeholders, classroom observations, and analysis of school documents such as supervision programs, observation instruments, supervision reports, and learning administration records. The collected data were analyzed using the interactive model of data analysis, which consists of data reduction, data display, and conclusion drawing. To ensure the trustworthiness of the findings, triangulation of sources, techniques, and documentation was applied. This approach enabled the researcher to obtain a comprehensive understanding of how principal supervisory management contributes to enhancing teacher performance, instructional effectiveness, and the overall quality of learning within the school(Wiyono et al., 2020).

FINDINGS AND DISCUSSION

Principal Supervisory Management Planning, Implementation, and Evaluation in Improving the Quality of Learning at SMP Negeri 5 Satu Atap Sapuran

Principal supervisory management is a strategic component of school leadership that directly influences the quality of teaching and learning. In contemporary educational institutions, principals are expected to function not only as administrators but also as instructional leaders who guide teachers toward continuous professional improvement. At SMP Negeri 5 Satu Atap Sapuran, supervisory management is implemented through a systematic process consisting of planning, implementation,

evaluation, and follow-up activities aimed at enhancing learning quality. These supervisory activities serve as an important mechanism for ensuring that educational objectives are achieved effectively and that teachers continuously improve their pedagogical competence.

The planning stage represents the foundation of effective supervisory management. Before conducting supervision, the principal develops a supervision program that aligns with school goals, national education standards, and the needs of teachers. This planning process includes identifying supervision objectives, determining supervision schedules, preparing observation instruments, and establishing indicators of learning quality. Effective planning enables supervision activities to be conducted systematically rather than sporadically. Through careful planning, the principal can ensure that supervision addresses actual instructional challenges faced by teachers in the classroom. Furthermore, supervision planning encourages collaboration between the principal and teachers, fostering a sense of shared responsibility for improving educational outcomes (Mariani et al., 2024).

The implementation of supervisory management involves classroom observations, monitoring of instructional activities, examination of learning documents, and professional discussions with teachers. During classroom observations, the principal evaluates various aspects of teaching, including lesson preparation, instructional strategies, classroom management, student engagement, learning media utilization, and assessment practices. The purpose of supervision is not to judge teachers but to provide constructive support that helps them improve their instructional effectiveness. Through direct observation, the principal gains valuable insights into classroom realities and can identify areas that require improvement. Teachers are also encouraged to reflect on their instructional practices and seek solutions to challenges encountered during the learning process.

An important aspect of supervisory implementation is communication between the principal and teachers. Effective supervision requires a supportive and collaborative atmosphere where teachers feel comfortable discussing instructional difficulties and receiving feedback. Constructive feedback helps teachers recognize their strengths while identifying opportunities for professional growth. In this context, supervision becomes a developmental activity rather than a controlling mechanism. The principal acts as a mentor and facilitator who guides teachers in enhancing their pedagogical skills, subject matter knowledge, and classroom practices. Such an approach contributes to increased teacher motivation and commitment to educational excellence (Sumarmi & Sudadi, 2023).

The evaluation stage is equally important in the supervisory management process. Evaluation involves assessing the effectiveness of supervision activities and determining the extent to which learning quality has improved. The principal analyzes observation results, teacher performance records, student learning outcomes, and other relevant indicators to measure progress. Evaluation enables school leaders to identify whether supervision objectives have been achieved and whether additional interventions are needed. Furthermore, evaluation provides evidence-based information that supports decision-making regarding teacher development programs and instructional improvement strategies.

The results of supervision evaluation are used as a basis for follow-up actions. Follow-up activities may include professional development workshops, peer mentoring, lesson study programs, instructional coaching, or individual consultations. These initiatives ensure that supervision contributes to continuous improvement rather than ending with observation and assessment. Through systematic follow-up, teachers receive ongoing support that enables them to implement recommended improvements and strengthen their professional competencies. Consequently, supervision becomes a continuous cycle of planning, implementation, evaluation, and improvement that promotes sustainable educational quality (Ayeni, 2012).

From the perspective of learning quality, effective supervisory management contributes significantly to improved classroom instruction. Teachers become more aware of instructional standards, utilize diverse teaching strategies, and create learning environments that encourage active student participation. Students benefit from more engaging, meaningful, and student-centered learning experiences. Improved teaching practices also contribute to higher academic achievement, stronger critical thinking skills, and greater student motivation. Therefore, supervisory management functions as a catalyst for educational improvement by linking leadership practices with classroom effectiveness.

The implementation of principal supervisory management at SMP Negeri 5 Satu Atap Sapuran can be analyzed through the lens of ****Instructional Leadership Theory****, proposed by Hallinger and Murphy. According to this theory, principals play a central role in improving student achievement by focusing on teaching and learning processes. Instructional leaders establish clear educational goals, supervise instructional activities, coordinate curriculum implementation, and promote a positive learning climate. In the context of SMP Negeri 5 Satu Atap Sapuran, the principal's involvement in planning supervision programs, observing classroom instruction, and providing professional feedback reflects the characteristics of effective instructional

leadership. Through these activities, the principal directly influences teacher performance and learning quality (Amelia et al., 2022).

Instructional Leadership Theory emphasizes that successful schools are characterized by leaders who prioritize academic improvement and actively support teacher development. Rather than concentrating solely on administrative tasks, instructional leaders engage with classroom practices and encourage continuous professional growth. This theoretical perspective explains why systematic supervision can contribute to improved teaching effectiveness and student outcomes. When principals monitor instruction and provide constructive guidance, teachers are more likely to adopt effective teaching methods and maintain high educational standards.

The supervisory process can also be explained through Clinical Supervision Theory, developed by Cogan and Goldhammer. Clinical supervision views supervision as a collaborative process involving pre-observation planning, classroom observation, analysis of instructional practices, feedback conferences, and follow-up improvement efforts. The theory emphasizes partnership rather than authority, positioning supervisors as professional colleagues who assist teachers in solving instructional problems. In the context of this study, the principal's supervision activities align with clinical supervision principles because they involve observation, feedback, reflection, and continuous improvement. Such practices help teachers develop greater self-awareness regarding their instructional strengths and weaknesses (Murza et al., 2025).

Transformational leaders inspire followers to achieve higher levels of performance by creating a shared vision, providing motivation, and encouraging professional growth. Through supervision, principals can motivate teachers to embrace innovation, improve instructional practices, and commit to educational excellence. The principal's ability to provide encouragement and professional support contributes to a positive school culture where continuous improvement becomes a collective responsibility (Sari, 2023).

Based on these theoretical perspectives, principal supervisory management is not merely a monitoring activity but a comprehensive leadership strategy that promotes teacher development and learning quality improvement. The integration of instructional leadership, clinical supervision, and transformational leadership principles enables principals to create supportive learning environments that foster professional growth, instructional effectiveness, and student success. Therefore, effective supervisory management at SMP Negeri 5 Satu Atap Sapuran serves as a critical mechanism for achieving sustainable improvements in the quality of learning.

Supporting Factors, Challenges, and Follow-Up Actions in Principal Supervisory Management for Improving the Quality of Learning at SMP Negeri 5 Satu Atap Sapuran

The success of principal supervisory management in improving learning quality is influenced by various supporting factors, challenges, and follow-up actions that emerge throughout the supervision process. Educational supervision is not merely a technical activity involving classroom observation and evaluation but a comprehensive leadership practice that requires collaboration, commitment, and continuous improvement. At SMP Negeri 5 Satu Atap Sapuran, the effectiveness of supervisory management depends on how well the principal utilizes available resources, addresses obstacles, and implements strategic follow-up programs to strengthen teaching and learning processes. Understanding these dimensions is essential because they determine whether supervision can achieve its primary goal of enhancing instructional quality and student learning outcomes.

One of the most significant supporting factors in supervisory management is the leadership commitment of the principal. A principal who demonstrates strong dedication to educational improvement creates an environment where supervision is viewed as a professional development opportunity rather than an administrative requirement. Such commitment is reflected in the preparation of supervision programs, regular classroom observations, constructive feedback, and ongoing support for teachers. When principals consistently prioritize instructional improvement, teachers are more likely to perceive supervision positively and actively engage in the process. This leadership commitment establishes a culture of accountability and continuous learning that contributes to school effectiveness (Sholehatun et al., 2024).

Another important supporting factor is teacher professionalism and willingness to improve. Effective supervision requires teachers to be open to feedback, reflective about their instructional practices, and motivated to enhance their competencies. Teachers who possess a growth mindset tend to welcome supervision as an opportunity to learn and develop professionally. Their willingness to participate actively in supervision activities facilitates constructive dialogue between teachers and the principal. Consequently, supervision becomes a collaborative process focused on solving instructional problems and improving classroom performance rather than a one-sided evaluation process.

The availability of educational resources also supports successful supervisory management. Learning resources, teaching media, technology, curriculum

documents, and professional development opportunities enable teachers to implement instructional improvements recommended during supervision. Schools that provide adequate facilities and learning support systems create favorable conditions for educational innovation. Access to training programs, workshops, and instructional materials further strengthens teachers' ability to respond effectively to supervisory feedback. Therefore, resource availability significantly influences the implementation of supervision recommendations and the achievement of learning quality improvement (Honig & Rainey, 2019).

A positive school culture represents another crucial supporting factor. School cultures characterized by collaboration, trust, openness, and mutual respect encourage productive interactions among educational stakeholders. In such environments, supervision is perceived as a collective effort to improve educational quality rather than an inspection process. Teachers feel comfortable sharing challenges, discussing instructional strategies, and seeking assistance from school leaders and colleagues. Collaborative cultures also promote peer learning and knowledge sharing, which enhance the overall effectiveness of supervision programs.

Despite these supporting factors, principal supervisory management often faces several challenges. One common challenge is the limited time available for supervision activities. Principals frequently balance multiple responsibilities, including administration, financial management, community relations, and policy implementation. These diverse duties may reduce the time available for conducting intensive classroom observations and providing individualized guidance to teachers. As a result, supervision may become less comprehensive than intended, limiting its impact on instructional improvement (Mulyanti, 2023).

Another significant challenge involves teacher resistance to supervision. Some teachers may perceive supervision as a mechanism of control rather than professional support. Such perceptions can create anxiety, defensiveness, or reluctance to participate fully in supervision activities. Resistance may stem from previous negative experiences, fear of criticism, or misconceptions regarding the purpose of supervision. When teachers are unwilling to engage openly in the supervisory process, opportunities for meaningful professional growth become limited. Therefore, principals must work to establish trust and communicate the developmental purpose of supervision clearly.

Differences in teacher competencies also present challenges for supervisory management. Teachers possess varying levels of pedagogical knowledge, instructional experience, technological literacy, and professional confidence. These differences

require principals to adopt differentiated supervision approaches that address individual teacher needs. Providing appropriate support for diverse competency levels can be demanding, particularly in schools with limited professional development resources. Failure to accommodate these differences may reduce the effectiveness of supervision and hinder learning quality improvement efforts (Burhan & Sauri, 2025).

Additionally, rapid educational changes and curriculum reforms create challenges for both principals and teachers. Educational policies, technological advancements, and evolving student learning needs require continuous adaptation. Principals must ensure that supervision remains relevant to contemporary educational demands while helping teachers integrate new approaches into their instructional practices. Keeping pace with these developments requires continuous learning, flexibility, and effective leadership.

To overcome these challenges, follow-up actions play a critical role in ensuring the success of supervisory management. One important follow-up strategy is organizing professional development programs. Workshops, seminars, training sessions, and in-service education activities provide teachers with opportunities to strengthen their competencies and address instructional weaknesses identified during supervision. Professional development initiatives transform supervisory findings into practical improvement efforts that directly benefit classroom instruction (Sugiar et al., 2024).

Individual coaching and mentoring also represent effective follow-up actions. Through personalized guidance, principals can provide targeted support that addresses specific teacher needs. Coaching sessions encourage reflective practice, facilitate problem-solving, and help teachers develop actionable improvement plans. This individualized approach increases the likelihood that supervisory recommendations will be implemented successfully and sustained over time.

Collaborative learning activities such as lesson study, peer observation, and teacher discussion groups further strengthen supervisory outcomes. These activities enable teachers to share experiences, exchange best practices, and learn from one another. Collaborative professional learning promotes collective responsibility for educational quality and reduces isolation among teachers. Consequently, supervision becomes part of a broader school improvement strategy rather than a standalone activity (Yani et al., 2024).

Continuous monitoring and evaluation are also essential follow-up actions. Principals need to assess whether recommended improvements have been

implemented and whether they contribute to enhanced learning quality. Monitoring enables school leaders to identify ongoing challenges, provide additional support, and make necessary adjustments to supervision programs. Through continuous evaluation, supervision becomes a cyclical process that promotes sustainable educational improvement.

The findings regarding supporting factors, challenges, and follow-up actions can be analyzed through developed by Bass and Avolio. This theory emphasizes the leader's ability to inspire, motivate, and develop followers toward achieving higher levels of performance. In the context of supervision, principals who demonstrate transformational leadership create a shared vision for educational improvement, encourage professional growth, and foster a supportive learning environment. Supporting factors such as teacher motivation, collaborative culture, and professional commitment align closely with transformational leadership principles. Through inspiration and individualized support, principals can overcome teacher resistance and encourage active participation in supervision activities (Maskur et al., 2018).

The challenges identified in supervisory management can also be explained through particularly the work of Kurt Lewin. Lewin's model suggests that change often encounters resistance due to uncertainty, existing habits, and organizational constraints. Teacher resistance to supervision and difficulties adapting to educational reforms reflect the natural challenges associated with organizational change processes. Effective principals address these challenges by communicating the benefits of change, involving teachers in decision-making, and providing continuous support during implementation. Such strategies help reduce resistance and facilitate successful educational improvement (Khenpho & Chansirisira, 2019).

Furthermore, derived from Total Quality Management (TQM), provides a framework for understanding follow-up actions. This theory emphasizes systematic planning, implementation, evaluation, and improvement as ongoing processes. Professional development, coaching, collaborative learning, and continuous monitoring reflect the principles of continuous improvement. Rather than treating supervision as a one-time event, principals utilize supervisory findings to guide sustained enhancement of teaching quality and educational outcomes.

Therefore, the effectiveness of principal supervisory management at SMP Negeri 5 Satu Atap Sapuran depends on the interaction between supporting factors, challenges, and follow-up actions. Through transformational leadership, effective change management, and continuous improvement practices, principals can maximize the positive impact of supervision on teacher performance and learning quality. These

theoretical perspectives demonstrate that successful supervision is not solely determined by observation activities but by the principal's ability to create supportive conditions, address challenges strategically, and ensure continuous professional growth among teachers.

CONCLUSION

Principal supervisory management plays a crucial role in improving the quality of learning at SMP Negeri 5 Satu Atap Sapuran. Effective supervision is carried out through systematic planning, implementation, evaluation, and follow-up activities that focus on enhancing teacher professionalism and instructional effectiveness. The success of supervisory management is supported by factors such as principal leadership commitment, teacher willingness to improve, adequate educational resources, and a collaborative school culture. However, challenges including limited time, teacher resistance, varying competency levels, and ongoing educational changes may affect the effectiveness of supervision. To address these challenges, principals need to implement continuous follow-up actions such as professional development programs, coaching, mentoring, collaborative learning activities, and regular monitoring. Viewed through the perspectives of Instructional Leadership Theory, Clinical Supervision Theory, Transformational Leadership Theory, Organizational Change Theory, and Continuous Improvement Theory, supervisory management functions not only as a mechanism for monitoring teaching practices but also as a strategic leadership approach that promotes sustainable teacher development, strengthens instructional quality, and ultimately contributes to improved student learning outcomes and overall school effectiveness.

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