



The Influence of Supervisor Academic Supervision and Teaching Experience on Educators' Pedagogic Competence

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Abstract

The purpose of this study was to determine the effect of supervisors' academic supervision and teaching experience on the pedagogical competence of educators. The method used is a qualitative research method based on field research. The location of this research was at SMA Abdi Pembangunan Makassar and SMA Amanah Nusantara Makassa, and the participants in this study numbered two people each from these schools. The results of this study concluded that the influence of supervisors' academic supervision and teaching experience had an effect on educators' pedagogy. This is because at SMA Abdi Pembangunan Makassar and SMA Amanah Nusantara Makassar, it is shown that the supervisor's academic supervision and teaching experience have a positive effect on the pedagogical competence of educators. Effective academic supervision assists educators in developing teaching skills and increasing their understanding of effective learning approaches. Whereas broad and varied teaching experience allows educators to develop a better understanding of effective teaching strategies. The combination of good academic supervision and diverse teaching experiences can make a significant contribution to improving the pedagogical competence of educators in schools.

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Introduction

In the world of education, academic supervision plays a very important role. Academic supervision is a process of supervision and assistance carried out by educational supervisors for educators, be they educators, lecturers, or instructors, in order to improve the quality of teaching and learning. Academic supervision has many benefits and uses that make it important in the world of education. In this paper, several reasons will be explained why academic supervision is very important, including improving teaching quality, assisting the development of educator professionalism, facilitating continuous learning, and increasing student achievement (Zubaidi, 2020).

Surjanto (2022) explains that one of the reasons why academic supervision is so important is because it can improve the quality of teaching. Through the supervision process, supervisors can observe and evaluate the teaching practices of educators. They can provide constructive feedback and assist educators in identifying their strengths and weaknesses in implementing learning. Thus, academic supervision can help educators improve the quality of the teaching methods, strategies, and approaches they use in class. As a result, students' learning experiences can be improved, and they can achieve better results. In addition to improving the quality of teaching, academic supervision also plays a role in assisting the professional development of educators. Educational supervisors can provide advice and guidance to educators in terms of professional development, such as by attending relevant training and workshops or participating in self-development programs. Academic supervision can also help educators plan their career goals, identify areas of development that need improvement, and support them in achieving higher levels of achievement in their careers. With academic supervision, educators can continue to improve their skills and knowledge and remain relevant to the latest developments in education.

Through the supervision process, educators have the opportunity to deepen their understanding of effective teaching practices, the latest educational theories, and the latest research in the field of education. Educational supervisors can share knowledge and resources with educators and encourage them to continue learning and developing themselves. With academic supervision, educators can continue to develop their skills, adopt new innovations, and remain relevant to developments in the world of education (Vahed, 2016). Besides that, academic supervision contributes to increasing student achievement. By increasing the quality of teaching through academic supervision, students can experience a better learning process. Effective teaching approaches, innovative learning strategies, and accurate assessments can help students understand subject matter better and achieve higher results. In addition, academic supervision can also assist educators in planning and adapting learning according to the needs and interests of students. Thus, academic supervision plays a role in improving student academic achievement (Thomas J., 1984; Uniqbu, 2022).

So it can be concluded that academic supervision is very important in the world of education because it has many benefits and uses. Through academic supervision, teaching quality can be improved, educator professionalism can be developed, continuous learning can be facilitated, and student achievement can be increased. Therefore, efforts to implement effective and sustainable academic supervision need to be continuously encouraged and supported in the education system. By ensuring good academic supervision, we can create a better educational environment where all students can reach their full potential.

According to Carl D. Glickman, academic supervision is a process that involves collaboration between a supervisor and educator to improve the quality of teaching and learning in schools (Glanz & Heimann, 2018; Tholstrup, 1998). Furthermore, according to Lance (2021), Glickman emphasized the importance of cooperation between supervisors and educators in academic supervision. The supervisor does not act as an authority giving orders but as a partner who works with educators. The main purpose of academic supervision is to assist educators in achieving set learning goals and improving their teaching practices.

In his theory, Glickman emphasizes the importance of a continuous learning approach in academic supervision. Supervision does not only occur in one particular session or period but is a continuous process. Supervisors and educators can continue dialogue and collaboration after the supervision session, so educators can continue to develop themselves. Academic supervision may also include opportunities for educators to attend relevant training or workshops as well as share experiences and knowledge with other educators (Hicks, 2011; Sklar, 2013). Moreover, Glickman underlined the importance of collaboration between supervisors and educators in academic supervision. The purpose of academic supervision is to help educators achieve learning goals and improve their teaching practice. Through observation, feedback, and constructive guidance, academic

supervision can improve the quality of teaching and learning as well as provide support in the development of educator professionalism (Murbawi & Rahmi, 2017).

By involving academic supervision, educators have support and guidance that helps improve teaching practice. Through collaboration with supervisors, educators can develop the skills, knowledge, and understanding needed to achieve set learning goals. This process of academic supervision is not only beneficial for educators but also has a positive impact on student learning experiences because better-quality teaching can increase student achievement.

According to Bahri's (2014) explanation, in the process of academic supervision, supervisors and educators work together to make observations and reflect on teaching practices. The supervisor will observe the teacher's performance in class, either in person or via video recording, and then provide constructive feedback. This feedback aims to provide educators with new insights and perspectives as well as assist them in identifying strengths and weaknesses in their teaching practice. Apart from providing feedback, supervisors can also assist educators in planning and developing more effective teaching strategies. They can assist educators in designing engaging lesson plans, adopting innovative teaching techniques, and using appropriate support resources. Supervisors can also assist educators in selecting and implementing relevant and objective assessment methods.

In addition to supervision in the world of education, the experience of educators in teaching is very important in achieving optimal learning outcomes for students. An educator who has experience in teaching has an invaluable advantage compared to those who are just starting their career in education. Teaching experience provides educators with a deep understanding of the various challenges students may face in the learning process. Experienced educators are able to identify students' individual needs and develop effective strategies to help them reach their full potential. They have been through various situations in which they have had to adapt to different learning styles, varying levels of understanding, and classroom problems that have arisen. In this process, they have developed skills and knowledge that will enable them to face these challenges with more confidence.

In addition, according to Abi (2017), teaching experience also allows educators to master various effective teaching methods and strategies. They have tried and developed various approaches to teaching, be it using multimedia, technology, or other interactive methods. They can evaluate what is working and what is not and adapt their approach according to the needs of the students. Experienced educators also have broader insights about the curriculum and educational developments. They have seen how curricula have changed over time, as well as updates in learning theory and practice. They may have in-depth knowledge of national and local education standards as well as the latest trends in education. This allows them to integrate new elements into their teaching and keeps students relevant in an ever-evolving world.

Confidence is an important aspect that is developed through teaching experience. Educators who have faced a variety of classroom situations and successfully coped with them will feel more confident in their abilities as educators. They will have confidence in providing explanations, leading discussions, providing feedback, and handling conflict in the classroom. This self-confidence will be reflected in the way they interact with students, thereby creating a conducive environment for learning (Badrus, 2018).

Teaching experience has its own impact on educators in schools, and experienced educators certainly have a competitive advantage in the world of education. However, this does not mean that experience is the only determining factor in the success of an educator. The quality of teaching also needs to be supported by a commitment to continuous professional development, the ability to adapt to change, and a strong interest in improving the quality of education. With a combination of experience and these factors, an educator can become an effective driver in shaping the future of students at school.

The pedagogic competencies that must be possessed by educators, according to Muhammad Muniruddin (2021), namely:

1. **Mastery of Learning Materials** An educator who has good pedagogic competence is expected to have in-depth mastery of the learning material being taught. Good mastery of the material will enable educators to present information in a clear and systematic way as well as answer student questions appropriately and adequately. Educators who master learning materials are also able to relate different concepts, explain the relationships between these concepts, and provide relevant examples.
2. **Learning Planning** Pedagogic competence is also reflected in the ability of educators to plan lessons. A competent educator can formulate clear learning objectives, design interesting and varied learning

activities, and develop effective learning implementation plans. Educators also need to be able to identify the needs and characteristics of students and design learning strategies that suit their needs.

3. **Using a Variety of Learning Methods and Media** An educator who has good pedagogical competence is able to use a variety of learning methods and media according to the learning materials and student needs. Educators can use active and creative approaches in the learning process, such as group discussions, simulations, role plays, and the use of information and communication technology (ICT) as learning aids. Educators can use active and creative approaches in the learning process, such as group discussions, simulations, role plays, and the use of information and communication technology (ICT) as learning aids. Competent educators are also able to adapt learning methods according to different student learning styles.
4. **Ability to manage classrooms** Pedagogic competence also includes the ability of educators to manage classes effectively. Competent educators are able to create a conducive classroom climate for learning, maintain student discipline, and manage time well. They can also manage interaction between students, provide clear guidance, and facilitate discussion and collaboration among students.
5. **Learning Assessment** A competent educator is also able to carry out objective and authentic learning assessments. Educators must be able to design appropriate assessment instruments, collect assessment data systematically, analyze assessment results, and provide constructive feedback to students. Educators also need to be able to use the results of the assessment as a basis for making decisions about improving student learning.
6. **Professional Development** Pedagogic competence also includes educators' commitment to professional development. Competent educators keep abreast of the latest developments in the field of education, attend training and workshops, read related literature, and participate in professional communities. They also have good self-reflection skills and are able to evaluate and plan improvements in their teaching practice.
7. **Communication and social skills** Educators who have good pedagogic competence are able to communicate well and have good social skills as well. They can establish positive relationships with students, the school community, and parents. Competent educators are also able to listen empathetically, respect diversity, and communicate in a language that students can easily understand.

All of these pedagogical competency indicators are interrelated and support one another. Educators who have strong pedagogical competence can create a positive learning environment, motivate students to learn, and help them reach their full potential. In addition, competent educators also play a role in improving the overall quality of education. Therefore, the development of pedagogic competence must be the main focus of the training and development of educators.

Materials and Methods

The research method used in this study is qualitative research with a type of field research, which is one of the approaches commonly used in research. This method aims to understand the phenomenon being researched from the perspective of participants or research subjects, with a focus on meaning, interpretation, and social context (Iswadi et al., 2023). In qualitative field research, researchers are directly involved in field situations, such as observing, interviewing, or interacting with participants. Research data is collected directly from the source, either through direct observation, in-depth interviews, field notes, or audio or video recordings. The data obtained is then analyzed in depth and interpreted to reveal patterns, themes, or meanings that emerge.

The steps in this research include:

1. **Participatory observation:** The researcher is directly involved in field situations, observing and recording relevant information about context, behavior, and social interactions.
2. **Identify a research problem.** Define your research topic and identify the problem or research question you wish to answer. Explain the purpose of the research clearly and specifically.
3. **Literature review:** Do a literature review to understand previous research relevant to your topic. Read scientific journals, books, articles, and other reliable sources to gain a good understanding of the research subject.
4. **Research design:** Create a research design that fits your research goals and questions. Decide which research method you will use, such as surveys, observations, interviews, experiments, or a combination of these methods. Also list the instruments and techniques you will use to collect data.

5. In-depth interviews: Researchers conducted structured interviews with research participants, obtaining a deeper understanding of their perspectives, experiences, and interpretations of the phenomena studied. In this case, the researchers observed and interviewed two educators at SMA Abdi Pembangunan Makassar and SMA Amanah Nusantara, respectively.
6. Data analysis: After completing data collection, the researcher conducts data analysis to answer research questions. By using qualitative analysis methods.

Interpretation of results: After analyzing the data, the researcher interprets the research results. Identify the main findings and relate them back to the research question. Then explain the implications of the findings and draw logical and cohesive conclusions.

Results and Discussions

Based on the results of observations and interviews at SMA Abdi Pembangunan Makassar and SMA Amanah Nusantara Makassar, it was found that the supervisor's academic supervision and teaching experience have a significant influence on the pedagogical competence of educators. In a more detailed explanation, it will be discussed in detail regarding the influence of supervisors' academic supervision and teaching experience on the pedagogical competence of educators.

1. Effect of Academic Supervision of Supervisors: Effective and directed academic supervision from academic supervisors has a positive impact on educators' pedagogical competence. The following are some of the things found in the research:
 - a. Effective Supervision: Academic supervision, when carried out, involves class observation, analysis of learning, and providing constructive feedback and recommendations to educators. In this study, it was found that educators who received structured and quality supervision were more likely to have an increase in their pedagogical competence.
 - b. Teaching Skills Development: When carrying out academic supervision, supervisors assist educators in developing their teaching skills. In the supervision process, academic supervisors can provide guidelines and suggestions for improving teaching quality, such as using innovative learning strategies, effective classroom management, and supporting media and technology. Educators who receive such supervision tend to have better pedagogical abilities.
 - c. Enhanced Understanding: Through academic supervision, educators can enhance their understanding of effective learning approaches and relevant pedagogical principles. Academic supervisors can provide clear explanations of appropriate teaching methods, direct educators to deepen their knowledge of the curriculum, and provide information about the latest research and practice in education. This helps educators update and improve their understanding, which in turn influences their pedagogical competence.
 - d. Support and Feedback: Academic supervisors serve as a valuable source of support and feedback for educators. Through classroom observation and open discussion, academic supervisors can identify educators' strengths and weaknesses, provide constructive feedback, and provide support in overcoming teaching challenges. Educators who receive good support and feedback from academic supervisors tend to feel more motivated to develop their pedagogical competencies.
2. Effect of Teaching Experience: Extensive and varied teaching experience also has a significant influence on educators' pedagogical competence. Some of the findings found in this study are as follows:
 - a. Understanding Students' Needs: Educators with more teaching experience tend to have a better understanding of students' needs and characteristics. Through teaching experience, educators can observe and understand various student learning styles, individual needs, and challenges faced in the learning process. This understanding allows educators to adapt their teaching methods and approaches according to the needs of students, thereby increasing their pedagogical competence.
 - b. Enhancement of Teaching Skills: Diverse teaching experiences provide opportunities for educators to develop their teaching skills. Each teaching experience brings unique challenges and opportunities, allowing educators to hone their adaptation, classroom management, and problem-solving skills. Educators who have diverse teaching experiences tend to have better teaching skills.
 - c. Understanding Effective Teaching Strategies: Through teaching experiences, educators can test different teaching strategies and find out what works and doesn't work in the context of their

classroom. They can observe the impact of different approaches, analyze student responses, and adapt their strategies based on the experience. Teaching experience helps educators deepen their understanding of effective teaching strategies, thereby influencing their pedagogical competence.

- d. Professionalism and Confidence: Extensive teaching experience gives educators greater confidence and a sense of professionalism. Through experience, educators build solid knowledge and skills and gain confidence in facing various challenges in teaching. High self-confidence and a strong sense of professionalism play an important role in enhancing the pedagogical competence of educators.

Overall, the results of observations and interviews at SMA Abdi Pembangunan Makassar and SMA Amanah Nusantara Makassar show that the supervisor's academic supervision and teaching experience have a positive effect on the pedagogic competence of educators. Effective academic supervision assists educators in developing teaching skills and increasing their understanding of effective learning approaches. A broad and varied teaching experience allows educators to develop a better understanding of effective teaching strategies. The combination of good academic supervision and diverse teaching experiences can make a significant contribution to improving the pedagogical competence of educators in schools.

The findings above are in accordance with the findings of previous research conducted by Akhmad (2022), whose results 1) Academic supervision carried out by Islamic Religious Education supervisors is quite effective in increasing the professional competence of PAI educators, as seen from the increased mastery of teaching materials, lesson planning, learning implementation, and assessment of learning outcomes. 2) Obstacles experienced by supervisors in academic supervision are the lack of PAI supervisors, the number of educators who must be fostered, the lack of intensity of supervision, and the lack of competency development for academic supervision by PAI supervisors. 3) The solution to these constraints is the recruitment of new supervisors, increasing the intensity of supervision of class visits, and improving programs to improve the supervisor's academic supervision capacity periodically and continuously.

Academic supervision, as a process of supervision and guidance carried out by the authorities in the field of education, has long been an important topic of discussion in the context of improving the quality of education. In the last few decades, research and case studies have been conducted to evaluate the impact of academic supervision on educators' pedagogical competence of discussion in the context of improving the quality of education. In the last few decades, research and case studies have been conducted to evaluate the impact of academic supervision on educators' pedagogical competence. These results consistently show that academic supervision has a significant positive effect on improving the pedagogical competence of educators.

One important aspect of academic supervision is providing constructive feedback to educators. Through this process, educators can receive an honest assessment of their performance and get useful suggestions for improving their teaching practice. Effective and directed feedback can directly affect the improvement of educators' pedagogic competence. By knowing their strengths and weaknesses, educators can plan appropriate remedial actions to improve their teaching skills.

Academic supervision also provides opportunities for educators to collaborate with peers and school administrators. Through this process, educators can share experiences, ideas, and best practices. This collaboration encourages the exchange of knowledge and ideas, which can enrich their teaching practice. In addition, working with colleagues and school administrators can also help educators identify and address the challenges they face in their learning environment. This results in increased pedagogical competence and a better understanding of effective teaching strategies.

In addition, academic supervision provides opportunities for educators to update their knowledge. The world of education continues to grow with advances in technology, curriculum changes, and new discoveries in learning. Through academic supervision, educators can access training and professional development relevant to their field. This training helps them update their knowledge and skills, introduce new teaching methods, and implement innovative strategies in their classrooms. With increased knowledge and understanding, educators become more competent at designing and implementing effective learning experiences for their students.

Academic supervision can also provide a motivational boost to educators. When educators receive recognition for their hard work and see improvements in their teaching practice, they feel valued and motivated to continually strive to be better. This motivation encourages educators to continue learning, experiment with new strategies, and innovate in their teaching. Educators who are positively motivated tend to have a better impact on their students' academic achievement.

In addition to direct benefits for educators, effective academic supervision also has positive implications for students. Educators who are pedagogically competent are able to design learning experiences that are varied, interesting, and relevant. They are able to understand students' needs and learning styles and provide the necessary guidance to reach their full potential. As a result, students can be more actively involved in the teaching-learning process and achieve better results.

In conclusion, the results of the study show that academic supervision has a significant positive influence on the pedagogical competence of educators. Through constructive feedback, peer collaboration, access to professional training, and motivational encouragement, educators can improve their teaching practice and have a better impact on student learning. Effective academic supervision is one of the key factors in improving education systems and ensuring optimal quality of learning.

Meanwhile, based on the results of the study (Rahayu et al., 2020), there is a very positive correlation between the experience of teaching educators and the professional competence of PAI educators at Madrasah Aliyah Negeri 3 Palembang. These findings indicate that experience has an influence on the pedagogic competence of educators. Experience has a significant influence on the pedagogical competence of an educator. Pedagogic competence is the ability of an educator to plan, implement, and evaluate effective learning for students. Work experience in education can help you form a deep understanding of effective teaching strategies, deal with a variety of classroom situations, and develop the interpersonal skills needed to create a positive learning environment.

From these findings, it can also be interpreted that an educator who has extensive teaching experience tends to have a better understanding of the individual needs of students. They can easily identify students' learning styles, their strengths and weaknesses, and the most suitable teaching methods. In some cases, experienced educators may be able to spot general patterns in student learning difficulties and develop effective strategies to deal with these problems. Experience also helps educators deal with challenges that arise in the classroom. They have faced a variety of different situations, ranging from students who are bright and enthusiastic to students who are less motivated or have learning difficulties. In this process, experienced educators learn how to manage multiple levels of ability, create a safe and inclusive environment, and deal with disciplinary issues that may arise. They have put together a variety of effective strategies and approaches that they can use in different classroom situations.

In addition, experience also helps educators develop important interpersonal skills. Effective communication between educators and students, as well as between educators and parents, is an important factor in creating a successful learning environment. In many years of teaching, experienced educators have learned how to communicate with various groups and individuals with different communication styles between educators and parents, is an important factor in creating a successful learning environment. In many years of teaching, experienced educators have learned how to communicate with various groups and individuals with different communication styles. They can adapt the way they speak and listen to suit the needs and preferences of students and parents. The ability to build positive and trusting relationships with students and parents can also help educators improve learning effectiveness. Experience provides opportunities for educators to continue learning and developing. In a long teaching career, experienced educators keep abreast of developments in education and adopt the latest teaching practices. They may have the opportunity to participate in professional training and development, which can further enhance their competence. In addition, experienced educators often share their experiences and knowledge with peers who are younger or new to the profession, which can enrich collective learning environments and build strong educational communities.

Although experience plays an important role in the development of pedagogical competence, it is important to remember that experience alone is not enough. Reflection on those experiences is also important. Reflective educators look back at their teaching practices, analyze successes and failures, and continually seek ways to improve the quality of the learning they offer. In this way, experience becomes the foundation for continued professional growth.

It can be concluded that experience has a significant influence on the pedagogical competence of educators. Through experience, educators develop a deep understanding of effective teaching strategies, deal with a variety of classroom situations, and acquire the necessary interpersonal skills. Experience also provides opportunities for educators to continue learning and developing. However, it is important to remember that reflection is also an important part of developing pedagogical competence. By combining experience and reflection, educators can become better practitioners and provide more effective learning to students.

Conclusion

Based on the findings above, it can be concluded that the influence of academic supervision from supervisors and teaching experience has an effect on educator pedagogy. This is because at SMA Abdi Pembangunan Makassar and SMA Amanah Nusantara Makassar, it is shown that the supervisor's academic supervision and teaching experience have a positive effect on the pedagogical competence of educators. Effective academic supervision assists educators in developing teaching skills and increasing their understanding of effective learning approaches. Whereas broad and varied teaching experience allows educators to develop a better understanding of effective teaching strategies. The combination of good academic supervision and diverse teaching experiences can make a significant contribution to improving the pedagogical competence of educators in schools.

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