

Enhancing Teacher Professionalism Through Educational Supervision: A Literatur Review In Indonesian Context

Hilhamsyah^{1*}, Ridho Azahar², Pan Surya Handika³

¹Pendidikan Program Doktor, Universitas Ahmad Dahlan

²Pendidikan Teknologi Kejuruan, Universitas Negeri Yogyakarta, Indonesia

³Pendidikan Profesi Guru, Universitas Negeri Jakarta

*Corresponding author: 2436082034@webmail.uad.ac.id

ARTICLE INFO

Article history

Received June 12, 2025

Revised June 27, 2025

Accepted July 02, 2025

Keywords: Profesionalism;
Supervision; Teacher

Abstract

Educational supervision plays an important role in improving the quality of teacher professionalism in schools. The reality in Indonesia is that supervision is not well understood in terms of its function and purpose. In addition, supervision is still administrative in nature and has not focused on improving teacher professionalism. This research aims to reveal the implementation strategies of educational supervision that can improve teacher professionalism. This research method uses a literature study using Google Scholar data base indexed sinta 1 to 3 published in 2019-2024 using the keywords supervision, teacher, professionalism based on research topics that are relevant to the research objectives. The results showed that 1) strategies that can be used in educational supervision are the contribution of school principals, e-supervision-based and collaborative approaches. 2) The characteristics of teacher professionalism are dedicated, competent, communicative and integrity. With this research, it is hoped that it can contribute to making a supervision policy programme that focuses on developing teacher professionalism in educational institutions.

1. INTRODUCTION

Supervision plays an important role in improving teacher professionalism. Effective supervision can improve teachers' competence as professionals (Tamim Mulloh & Muslim, 2022; Widyanto et al., 2023). Teacher professionalism is important because teachers are a factor in the success of the teaching and learning process in the classroom (Sancar et al., 2021; Tatto, 2021). As professionals, teachers have the main tasks of educating, teaching, guiding, directing, training, assessing and evaluating students in schools (Fairman et al., 2023; Madona Agustin Sari & Achmad Maulidi, 2023). Teachers are responsible for developing the potential of students, especially in achieving educational goals (Bardach & Klassen, 2020; Bowman et al., 2022). In carrying out the national education system, teachers are required to have four competencies, namely pedagogical, personality, social and professional competencies (Sutiono, 2021a). The profession of a teacher can be said to be a profession if someone can provide knowledge to students.

According to the modern view of Safitri (2019), the role of the teacher includes: teacher as instructor, teacher as counsellor, teacher as scientist and teacher as person. If explored more deeply, there will be many other roles of teachers. It can be said that teachers can do various things to solve problems at school. For this reason, a teacher must fully understand his role and responsibility as a teacher (Jannah, 2021). Teachers are considered professionals if they are able to perform their duties in a manner that meets quality standards. Teachers have a significant influence on the transformation of science, so it is imperative that they have in-depth knowledge of several disciplines and broad and comprehensive ideas (H.M. Syarafudin dan Hastuti Diah Ikawati, 2020). Technology cannot replace teachers in the learning process because human characteristics such as attitudes, sentiments, value systems, role models, and motivation are part of the interactions that teachers have with students and other educators. Teachers become role models for students, so students should respect and emulate their teachers.

The purpose of supervision is to help teachers become more competent professionals who work in educational institutions (Arina et al., 2023; Nisa et al., 2023). Two factors make supervision important, namely: Firstly. Curriculum changes and teacher competence development (Widyanto et al., 2023). Teachers in Indonesia must constantly adjust their curriculum to foster their creativity so that curriculum development can run smoothly. Secondly, teachers' personal competence must be developed continuously so that their competence continues to grow and they can carry out their duties and functions as well as possible (Tasnim et al., 2021). In addition, the dominant supervisory approach, which is administrative and formal in nature, has obscured the essence of supervision as a means of continuous professional development for teachers. The limited pedagogical capacity of supervisors and the lack of a culture of collaboration between teachers and supervisors further weaken the impact of supervision on the quality of learning. In reality, educational supervision in Indonesia is still faced with various challenges, such as a lack of in-depth understanding of the function and purpose of supervision itself. Many education supervisors and principals still do not fully understand the importance of supervision in improving the quality of learning in the classroom. Supervision tends to be administrative and less focused on developing teachers' professionalism (Rafiudin & Hidayah, 2022).

This study presents a novel approach by focusing educational supervision on a sustainable teacher professional development approach. Unlike previous studies that emphasized administrative and evaluative aspects, this study examines evidence-based supervision strategies that support reflection, pedagogical dialogue, and teacher empowerment as key actors in improving learning quality. This paper aims to explore the characteristics of teacher professionalism and identify effective strategies for educational supervision that enhance this professionalism. The research addresses the challenges faced in implementing educational supervision in Indonesia, particularly concerning the development of teacher professionalism in schools. In addition, it seeks to explore effective and

evidence-based supervision strategies to improve education supervisors' and principals' understanding of the true function of supervision. The proposed supervision approach does not only aim to fulfil administrative aspects but is also designed to support teachers' continuous professional development. Thus, this research is expected to provide practical recommendations for the implementation of supervision that is more focused on improving the quality of learning through strengthening teachers' competencies

2. METHODS

This research uses the literature study method to analyse effective educational supervision strategies in improving teacher professionalism. The research process began with determining the topic and research questions, namely: What are the effective educational supervision strategies in improving teacher professionalism? Second, the search for relevant literature. Third, collecting, reading and analysing the literature. Fourth, writing a review or presenting the findings. Literature was obtained from academic databases through Google Scholar indexed by Sinta 1 to 3 based on articles relevant to the topic of educational supervision and teacher professionalism published in 2019 to 2024 using the keywords supervision, teacher, professionalism. Articles that met the criteria were collected and analysed using a descriptive approach. Irrelevant articles were excluded from the analysis. The analysis was conducted by identifying supervision strategies, classifying the findings based on the characteristics of the strategies, and synthesising the results to provide an overall picture of the effectiveness of supervision strategies in improving teacher professionalism. The research process can be seen in Figure 1 below.



Figure 1. Research Process

3. RESULTS AND DISCUSSION

Based on the literature review, several effective supervision strategies were found that can be used to improve teacher professionalism. The studies identified various methods and approaches applied in supervision, ranging from individual supervision to the use of digital technology, as well as the importance of the principal's role in designing and implementing effective supervision programmes. Every study sheds light on how, in both traditional and digital contexts, educational monitoring can raise teacher professionalism and competency. The findings of these investigations are as follows:

Tabel 1. Research Document Analysis

Author	Title	Result
(Budyanti et al., 2021)	Principal Supervision to Improve Educators' Spiritual Pedagogical Competence	According to the study's findings, the principal's supervisory approach can be carried out by implementing efficient academic supervision using technical, conceptual, and interpersonal abilities. Additionally, the principal employs collaborative, indirect, and direct methods of supervision.
(Habibi et al., 2020)	E-Supervision Using Web: Elementary School Teachers' Reaction	The results showed that web-based e-supervision can be done anywhere, more interactive between teachers and principals, web-based e-supervision is able to avoid miscommunication and e-supervision makes teachers get clearer and more systematic results.
(Arum et al., 2024)	Development Of Learning Supervision Model Website Based On Improving Teacher Performance At Elementary School	The findings demonstrate that principal supervision on the website is very beneficial since it is more realistic, successful, and efficient, which facilitates teachers' professional development.
(Munawar, 2019)	Academic Supervision: Unravelling the Problems of Teacher Professionalism in Schools	The results showed that academic supervision can improve the professionalism of teachers in schools, able to improve the quality of learning and the quality of educational institutions.
(Rusmaini et al., 2024)	Implementation of Collaborative-Based Clinical Supervision by Principals in Improving Pedagogical Competence of Teachers at SD Negeri 68 Banda Aceh City	The implementation of clinical supervision with a collaborative approach can improve pedagogical competence in explaining skills and organising teaching variations for teachers at SD Negeri 68 in Banda Aceh City.
(Dewi, 2020)	Management of Academic Supervision at Integrated Islamic Primary School Kaabul Kahfi Lubuk Alung	The results show that principals have not been able to carry out academic supervision properly and only focus on incomplete teacher administration, which has a significant impact on teacher competence and profession.

(Amrullah et al., 2023)	A Directive Supervision Approach in Coaching Madrasah Tsanawiyah Teachers	The result of this study is that the directive supervision approach at MTs Unggulan Perwanida Blitar based on behavioristic psychological understanding can support the implementation of professional development.
(Nurhadi et al., 2023)	Enhancing Teacher Professionalism Through Academic Supervision: An Investigation In Remote And Peripheral Regions	The results showed that the principal's ability to manage supervision tasks to the vice principal by using a persuasive approach to teachers can improve teachers' pedagogical competence, personality, social attitudes and professionalism.
(Susanti et al., 2024)	Principal Supervision And Its Impact On Educational Administration Services At MAN 1 Kepahiang: A Descriptive Qualitative Analysis	The results showed that principals' dual roles as managers and supervisors improved teachers' and staff's performance through continuous training and problem-solving strategies. The implications of these findings suggest the need for principals to adopt a proactive supervisory role to foster a culture of continuous improvement.
(Siregar et al., 2022)	Visioner Leadership of The Head of Madrasah in Improving Teacher Professionalism	The results showed that the principal's visionary leadership can improve teacher professionalism at MAN 2 Padang Lawas, one of which is through academic supervision and creating a positive and collaborative culture.

The supervision process is an activity that can be carried out by the principal for the implementation of educational supervision. The steps of supervision that can be carried out by school principals based on research Tamim Mulloh & Muslim (2022), described in figure 2 below:



Figure 2. Supervision Process

From Figure 1, it can be seen that the supervision process is carried out in three stages, namely: (1) Planning. Planning is the first step for principals to conduct supervision. Planning is done to ensure that supervision can run effectively and efficiently. Planning can include collecting various information about the teacher concerned, checking existing data, analysing existing information, drawing conclusions based on problem data and determining techniques or methods in supervision. (2) Implementation. Implementation is an activity to see the professionalism of teachers in teaching. The principal observes the teacher's performance to increase and improve the teacher's ability to teach. (3) Evaluation. Evaluation is an activity to examine the extent of the achievement of the school programme that has been implemented. The results of this evaluation activity are carried out by the teacher and principal regarding the results of the teacher's teaching

process and the achievement of the learning aspects that have been supervised. Thus, evaluation is important to see the success and implementation of supervision.

A supervisor has four important roles: to help, to include and to encourage. Principals are the top administrators and have the closest relationship with instructors in schools, they are the ones who carry out supervisory duties in the school context. Regarding the supervisor role discussed earlier, principals assist teachers in understanding learning objectives, utilising resources such as tools, materials and teaching techniques, assisting teachers in evaluating student learning outcomes, and improving teacher morale in relation to professional development and teaching roles.

Teacher professional development is something that can be done with a strong legal basis in education policy. One of the policies that can support teachers' professional development is the Law of the Republic of Indonesia No. 14/2005 on Teachers and Lecturers and Government Decree No. 74 on Teachers. Based on these policies, professional teachers are required to have academic qualifications that include the ability to teach, learn and change teaching practices for the benefit of students. A professional teacher not only masters the teaching materials and scientific fields taught, but also understands human nature more deeply. Saerang et al. (2023) stated that professional teachers are those who have a strong scientific foundation as a reflection of the 21st century education goals. Teachers' mastery of professional skills comes from educational studies and practices that make science a practical foundation, not just a mere perception. Teacher professional competence development is carried out on an ongoing basis (Risdiyany, 2021) To influence the development of teachers' professionalism, supervision is considered necessary and useful to inspire and focus teachers' attention on more successful and efficient teaching and learning activities. (Tasnim et al., 2021). The implementation of educational supervision in order to improve teacher professionalism can be done with several strategies described in Figure 3 below.

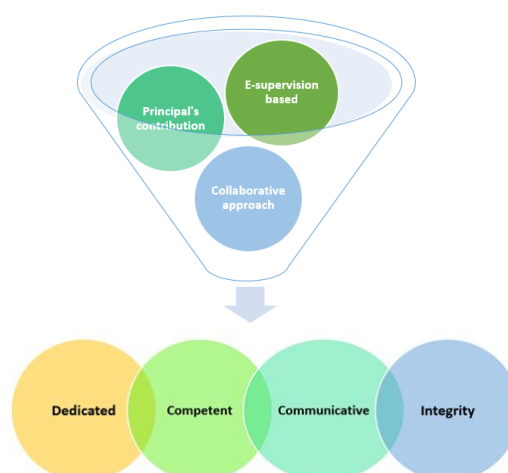


Figure 3. Extraction of Educational Supervision Strategies

From Figure 3, it can be seen that the educational supervision strategy is as follows:

1. Principal's contribution

As a school leader, the principal has a very heavy task to improve the quality of the school. Research Budiyanti et al. (2021) stated that the strategies carried out by school principals in implementing effective academic supervision with conceptual, interpersonal and technical skills can improve teacher professionalism. Being a professional teacher is very important because instructors are one of the most important elements in education, especially in solving various problems related to improving the quality of education. In Dewi research (2020) recommendations from principals in the implementation of academic supervision can improve teacher quality. In addition, the principal's dual role as manager and supervisor improves teacher and staff performance through continuous training and problem-solving strategies (Munawar, 2019; Siregar et al., 2022; Susanti et al., 2024).

The professional characteristics of a supervisor include: (1) the ability to make optimal use of technological innovation, as well as displaying competencies that are close to the ideal of a perfect supervisor, (2) enhancing and maintaining professional imagination through behaviour that reflects professionalism, (3) seeking opportunities for professional development that can improve the quality of knowledge and skills, and (4) pursuing the quality and ideals of the profession which are reflected in pride and confidence in the profession they carry out. The dimensions of professionalism that need to be owned by a supervisor include competence, leadership, character, communication skills, creativity, and commitment (Sasono & Istiqlaliyah, 2021).

According to research by Madona Agustin Sari & Achmad Maulidi (2023) the application of supervision in improving teacher professionalism carried out at MI Al-Amien Peranduan requires the active role of the principal in improving teacher professionalism through educational supervision. as for what the principal does, namely, the principal is active in checking the teacher's administration, the principal is active in conducting classroom visits to see the teacher's performance in teaching, the principal conducts supervision at the beginning of each month and evaluates the teacher to find out the teacher's complaints in teaching and provide direction to the teacher, the principal turns off that teachers are linear with their respective fields.

2. E-Supervision Based

Along with the challenges of the times and the professional indicators that characterise a supervisor, a supervisor in the Society 5.0 era must have various dimensions of professionalism. In the implementation of digital technology-based supervision, namely e-supervision, it can increase the effectiveness and efficiency of supervision implementation. supervision that uses a website makes supervision by the principal very helpful because it is more practical, effective and efficient, making it easier for teachers to improve their professionalism (Arum et al., 2024). Research shows that e-supervision allows supervision to

be done anywhere, is more interactive, avoids miscommunication and improves the quality of supervision results (Habibi et al., 2020).

In Muslimin research, (2023) the e-supervision model in educational supervision was developed to address the various challenges associated with implementing teacher supervision in the classroom, such as the large number of educators being supervised and the topography of the location. By using digital platforms to facilitate interaction and virtual communities between educators and supervisors, e-based supervision, or e-supervision, offers a number of targeted implementations (Tahta Rizki et al., 2022). Education supervisors can use a variety of technological tools to monitor teachers, including CCTV, fingerprinting, and advanced digital platforms such as EMIS, WhatsApp groups, Telegram, Seesaw, Microsoft groups, Cisco Webex, Google forms, zoom, cloud, gathering, and UmeetMe. During the Covid period in the research of Berliani et al. (2021) at SDN 5 Langkai, Palangka Raya City, supervision was carried out in order to improve and develop teachers' ability to utilise digital technology to support the online learning process. Supervision is carried out according to a predetermined schedule using the classroom observation method by utilising the zoom meeting media. Teachers in the digital era face difficulties in teaching in the 21st century due to advanced technology that creates students who are not in line with the education system of the previous century, the 20th century. Determining the best course of action to foster teacher professionalism in the digital era requires identifying barriers and utilising available opportunities. Existing strategies according to research by Saerang et al. (2023) include the implementation of training, workshops, seminars, and certification related to the development of media, resources, and the development of digital-based learning materials, supervision, KKG, PKG, MGMP.

3. Collaborative Approach

Collaborative Approach Research by Rusmaini et al. (2024) the implementation of clinical supervision with a collaborative approach can improve teacher competence. This is reinforced by Budiyanti et al. (2021) that a collaborative approach can be an alternative strategy in supervision to improve teachers' professionalism competence. This is also supported by Fauzi (2020) to conduct educational supervision in order to improve teacher professionalism, the right approach is needed so that supervision has an impact on solving problems related to teaching and collaborating with teachers and colleagues in solving problems through certain procedures in educational supervision. according to tasnim as well, namely by taking a certain approach. In his research conducted at MI Hamzanwadi 1 Pancor using direct and indirect collaborative approaches using individual techniques and group techniques using lesson study strategies. The lesson study approach is very relevant to the mandate of Law Number 14 of 2005 concerning Teachers and Lecturers which states that in carrying out professional duties teachers are obliged to: (a) plan learning, implement a quality learning process, and assess and evaluate learning

outcomes, (b) improve and develop academic qualifications and competencies on an ongoing basis in line with the development of science, technology and art (Tasnim et al., 2021).

According to Widyanto et al., research (2023), educational supervision can be carried out through certain steps in improving teacher professionalism such as through constructive feedback, additional training, and collaborative learning between teachers. However, these efforts face challenges in the form of limited resources and institutional support. Therefore, it is necessary to increase competent human resources and develop supervision skills for education supervisors, and strengthen cooperation between schools and related parties. For teachers to carry out the teaching and learning process in the classroom effectively, supervision can help them develop their professional skills. A teacher can also act as a professional educator in carrying out their duties and obligations by directing and providing learning, fostering a positive learning environment, and communicating effectively (Sirojuddin et al., 2022). Asyari (2020) mentioned that educational supervision is effective in assessing teachers' work to improve teacher professionalism and as a reference for policy makers or stakeholders to determine career development, periodisation and continuing professional development. Teacher professionalism is the goal of the quality of skills possessed by a teacher. Professional teachers are those who have competence in accordance with certain criteria in carrying out their duties as educators. These competencies include knowledge, attitudes, and skills that are personal, social, and academic. In other words, a professional teacher is someone who has special expertise and abilities in the field of teaching, so that he can carry out his duties optimally (Sutiono, 2021b).

Professional teachers have a number of characteristics that distinguish them, including: (1) Dedicated: Teachers who are dedicated to their profession will perform their duties wholeheartedly. If the profession is favoured, even heavy tasks can feel light and be carried out effectively. Teaching is a profession that is closely related to people, which requires more attention. (2) Competent: A professional teacher must be competent in mastering the subject matter and be an expert in the field in order to impart knowledge appropriately and well to learners. (3) Communicative: Professional teachers are able to communicate subject matter effectively and efficiently to students. Good communication skills and mastery of learning techniques are needed in this profession. (4) Integrity: Teachers must behave in accordance with the profession's code of ethics and have integrity. The assessment of a teacher is not only seen from what is delivered, but also from his attitude, patience, honesty, and sincerity in teaching.

High teacher professionalism is reflected in teachers' efforts to improve their attitudes and behaviour as part of their professionalism. Kharasgani suggests three main characteristics of teacher professionalism, namely (a) an understanding of the task and its acceptance, (b) a willingness to work effectively with students, fellow teachers, parents, and the community, and (c) the ability to develop a vision and work (Ma'ruf & Syaifin, 2021). The position of teachers

as professionals has a vision to create quality learning, in accordance with the principles of professionalism, to ensure that every citizen can obtain quality education (Pitriyani, 2023). As learning agents, teachers have an important role in learning, such as facilitators, motivators, boosters, learning designers, and inspirations for students. In order to carry out this role optimally, the development of teachers' professional attitudes in accordance with the current development of the world of education is very necessary. Teacher professionalism is very important in supporting the development of students so that they can achieve their life goals to the maximum. Only professional teachers can carry out their duties and functions well, including in fostering the noble morals of students. Given that humans are weak and interdependent creatures, learners need teachers who can guide, direct, and provide knowledge that will guide their lives (Suklani, 2023).

4. CONCLUSION

In order to influence the development of teacher professionalism, supervision is essential to direct and motivate teachers toward more effective and efficient teaching and learning. High teacher professionalism is reflected in the improvement of teachers' attitudes and behaviours in carrying out their roles. This study concludes that educational supervision through the involvement of school principals, the use of e-supervision, and collaborative approaches can support the enhancement of teacher professionalism. The findings of this paper are expected to contribute to policy programme development aimed at strengthening teacher professionalism in Indonesia.

5. REFERENCES

- Amrullah, A. H., Masrokan, P., & Firdaus, A. B. (2023). Pendekatan Supervisi Direktif dalam Pembinaan Guru Madrasah Tsanawiyah. *J-MPI (Jurnal Manajemen Pendidikan Islam)*, 8(1), 83–93. <https://doi.org/10.18860/jmpi.v8i1.19488>
- Arina, Y., Yolanda, S., Revita, Y., Marsidin, S., & Rifma, R. (2023). The effectiveness of the implementation of learning supervision in improving the quality of learning. *Edunesia: Jurnal Ilmiah Pendidikan*, 5(1), 14–26. <https://doi.org/10.51276/edu.v5i1.613>
- Arum, W. S. A., Karnati, N., Robby, D. K., Ramadita, T. N., Sanjaya, H., & Hidayaty, L. (2024). Development of Learning Supervision Model Website Based on Improving Teacher Performance at Elementary School. *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam*, 9(1), 43–54. <https://doi.org/10.31538/ndh.v9i1.4325>
- Asyari, S. (2020). Supervisi Kepala Madrasah Berbasis Penilaian Kinerja sebagai Upaya Peningkatan Profesionalitas Guru. *JiEMAN: Journal of Islamic Educational Management*, 2(1), 27–40. <https://doi.org/10.35719/jieman.v2i1.14>
- Bardach, L., & Klassen, R. M. (2020). Smart teachers, successful students? A systematic review of the literature on teachers' cognitive abilities and teacher effectiveness. *Educational Research Review*, 30(June 2019), 100312. <https://doi.org/10.1016/j.edurev.2020.100312>
- Berliani, T., Wahyuni, R., Lenny, R., & Sisillia. (2021). Supervisi akademik masa pandemi. *Equity in Education Journal (EEJ)*, 3(1), 1–10.

- Bowman, M. A., Vongkulluksn, V. W., Jiang, Z., & Xie, K. (2022). Teachers' exposure to professional development and the quality of their instructional technology use: The mediating role of teachers' value and ability beliefs. *Journal of Research on Technology in Education*, 54(2), 188–204. <https://doi.org/10.1080/15391523.2020.1830895>
- Budiyanti, N., Aziz, A. A., Sunandar, D., & Erihadiana, M. (2021). Supervisi Kepala Sekolah Untuk Meningkatkan Kompetensi Pedagogik Spiritual Pendidik. *Islamic Management: Jurnal Manajemen Pendidikan Islam*, 4(01), 188. <https://doi.org/10.30868/im.v4i01.827>
- Dewi, A. P. (2020). Pengelolaan Supervisi Akademik Sekolah Dasar Islam Terpadu Ash-Haabul Kahfi Lubuk Alung. *Kelola: Jurnal Manajemen Pendidikan*, 7(1), 56–64. <https://doi.org/10.24246/j.jk.2020.v7.i1.p56-64>
- Fairman, J. C., Smith, D. J., Pullen, P. C., & Lebel, S. J. (2023). The challenge of keeping teacher professional development relevant. *Professional Development in Education*, 49(2), 197–209. <https://doi.org/10.1080/19415257.2020.1827010>
- Fauzi, F. (2020). Peningkatan Profesionalisme Guru Melalui Supervisi Klinis. *EDUSIANA: Jurnal Manajemen Dan Pendidikan Islam*, 7(02), 109–128. <http://journal.stainim.ac.id/index.php/edusiana/article/view/47%0Ahttps://journal.stainim.ac.id/index.php/edusiana/article/download/47/28>
- H.M. Syarafudin dan Hastuti Diah Ikawati. (2020). Faktor-Faktor yang Mempengaruhi Profesionalisme Guru. *Jurnal Cahaya Mandalika ISSN 2721-4796 (Online)*, 1(2), 47–51. <https://doi.org/10.36312/jcm.v1i2.87>
- Habibi, G., Mandasari, M., Rukun, K., & Hadiyanto, H. (2020). *E-supervision using web: elementary school teachers' reaction*. 3(2018), 25–30. <https://doi.org/10.32698/tech3230>
- Jannah, W. (2021). *Menjadi Guru Profesional: Memahami Hakikat dan Kompetensi Guru*. 1–8. <https://osf.io/fcq4t/download>
- Ma'ruf, M. W., & Syaifin, R. A. (2021). Strategi pengembangan profesi guru dalam mewujudkan suasana pembelajaran yang efektif. *Al-Musannif*, 3(1), 27–44.
- Madona Agustin Sari, & Achmad Maulidi. (2023). Penerapan Supervisi Pendidikan Dalam Meningkatkan Profesionalisme Guru Di Mi Al-Amien Prenduan 2022/2023. *Dewantara : Jurnal Pendidikan Sosial Humaniora*, 2(2), 16–34. <https://doi.org/10.30640/dewantara.v2i2.1007>
- Munawar, M. (2019). Supervisi Akademik : Mengurai Problematika Profesionalisme Guru Di Sekolah. *Al-Tanzim : Jurnal Manajemen Pendidikan Islam*, 3(1), 135–155. <https://doi.org/10.33650/al-tanzim.v3i1.522>
- Muslimin, I. (2023). Meningkatkan Profesionalisme Guru Dengan Model, Pendekatan dan Teknik Supervisi Pendidikan di Era Society 5.0. *Ta Lim Jurnal Pendidikan Agama Islam Dan Manajemen Pendidikan Islam*, 2(1), 33–49. <https://doi.org/10.59098/talim.v2i1.877>
- Nisa, K., Tamara, N. E., & B, D. P. (2023). Scientific Approach in Instructional Supervision. In B. B. Wiyono, A. Abusamra, Z. D. Kulidtod, J. N. bin Yunus, D. E. Kusumaningrum, & O. Kaosaiyaporn (Eds.), *Proceedings of the International Conference on Educational Management and Technology (ICEMT 2022)* (pp. 62–67). Atlantis Press SARL. <https://doi.org/10.2991/978-2-494069-95-4>
- Nurhadi, T., Imron, A., & Triwiyanto, T. (2023). Enhancing Teacher Professionalism through Academic Supervision: An Investigation in Remote and Peripheral Regions. *Tarbawi: Jurnal Keilmuan Manajemen Pendidikan*, 9(02), 305–316. <https://doi.org/10.32678/tarbawi.v9i02.9437>
- Pitriyani, P. (2023). Peran Kepemimpinan Kepala Sekolah dalam Meningkatkan Kinerja Guru di Madrasah Ibtidaiyah Jayasari. *Jurnal Global Futuristik*, 1(1), 21–26. <https://doi.org/10.59996/globalistik.v1i1.13>
- Rafiudin, S. A., & Hidayah, N. (2022). Optimalisasi Kompetensi Guru Melalui Proses Supervisi Klinis. *JURNAL AN-NUR: Kajian Ilmu-Ilmu Pendidikan Dan Keislaman*, 8(02).
- Risdiany, H. (2021). Pengembangan Profesionalisme Guru Dalam. *Seminar Nasional Ilmu ...*, 3(2), 197.

<https://prosiding.esaunggul.ac.id/index.php/snip/article/viewFile/163/163>

- Rusmaini, R., Akmaluddin, A., & Mulia Putra. (2024). Implimentasi Supervisi Klinis Berbasis Kolaboratif oleh Kepala Sekolah dalam Meningkatkan Kompetensi Pedagogik Guru SD Negeri 68 Kota Banda Aceh. *Jurnal Manajemen Pendidikan Dan Ilmu Sosial*, 5(4), 803–809. <https://doi.org/10.38035/jmpis.v5i4.2136>
- Saerang, H. M., Lembong, J. M., Deity, S., & Sumual, M. (2023). *Strategi Pengembangan Profesionalisme Guru di Era Digital : Tantangan dan Peluang*. 9(1), 65–75.
- Safitri, D. (2019). *Menjadi guru profesional*. PT. Indragiri Dot Com.
- Sancar, R., Atal, D., & Deryakulu, D. (2021). A new framework for teachers' professional development. *Teaching and Teacher Education*, 101, 103305. <https://doi.org/10.1016/j.tate.2021.103305>
- Sasono, T. A., & Istiqlaliyah, I. (2021). Peran Supervisor Pendidikan Dalam Meningkatkan Profesionalisme Guru Pendidikan Agama Islam. *Jurnal Hadratul Madaniyah*, 8(2), 67–73. <https://doi.org/10.33084/jhm.v8i2.3083>
- Siregar, I. A., Mesiono, M., & Neliwati, N. (2022). Visioner Leadership of The Head of Madrasah in Improving Teacher Professionalism. *Munaddhomah: Jurnal Manajemen Pendidikan Islam*, 3(2), 116–125. <https://doi.org/10.31538/munaddhomah.v3i2.232>
- Sirojuddin, A., Aprilianto, A., & Zahari, N. E. (2022). *Peran Kepala Sekolah Sebagai Supervisor Pendidikan Dalam Meningkatkan Profesionalisme Guru*. 1, 159–168.
- Suklani, S. (2023). Guru profesional: Menggali kompetensi dan mengasah karakteristik. *ADIBA: Journal of Education*, 3(4), 447–453.
- Susanti, F., Harahap, E. K., & Warlizasusi, J. (2024). Principal Supervision and its Impact on Educational Administration Services at MAN 1 Kepahiang: A Descriptive Qualitative Analysis. *MANAGERIA: Jurnal Manajemen Pendidikan Islam*, 9(1), 21–32. <https://doi.org/10.14421/manageria.2024.91-02>
- Sutiono. (2021a). Profesionalisme guru. *Tahdzib Al-Akhlaq: Jurnal Pendidikan Islam*, 4(2), 16–25. <https://doi.org/10.34005/tahdzib.v4i2.1569>
- Sutiono, D. (2021b). Profesionalisme Guru. *Tahdzib Al-Akhlaq: Jurnal Pendidikan Islam*, 4(2), 16–25. <https://doi.org/10.34005/tahdzib.v4i2.1569>
- Tamim Mulloh, & Muslim, A. (2022). Analisis Peran Supervisi Pendidikan Dalam Meningkatkan Profesionalitas Guru. *Journal Publicuho*, 5(3), 763–775. <https://doi.org/10.35817/publicuho.v5i3.29>
- Tasnim, T., Muntari, M., & Sukardi, S. (2021). Supervisi Akademik oleh Kepala Madrasah dalam Meningkatkan Profesionalisme Guru. *Jurnal Ilmiah Profesi Pendidikan*, 6(1), 159–166. <https://doi.org/10.29303/jipp.v6i1.181>
- Tatto, M. T. (2021). Professionalism in teaching and the role of teacher education. *European Journal of Teacher Education*, 44(1), 20–44. <https://doi.org/10.1080/02619768.2020.1849130>
- Widyanto, N., Suharman, & Sudadi. (2023). Supervisi Pendidikan dalam Peningkatan Profesionalisme Guru SD di Kabupaten Kutai Kartanegara. *Jurnal Pendas Mahakam*, 8(2), 137–148.