

A Case Study of Instructional Supervision in Improving Learning Quality at SMK PGRI 6 Ngawi

Wikanso^{1*}, Teja Insyaf Sukariyadi², Ervan Johan Wicaksana³

^{1*} Economics Education Study Program, PGRI Madiun University, ²Pancasila and Civic Education Study Program, PGRI Madiun University, ³Department of Biology Education, Faculty of Teacher Training and Education, Universitas Jambi

Corresponding author e-mail: wikanso@unipma.ac.id;
teja.is@unipma.ac.id; ervan_jw@unja.ac.id

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Abstract: This study examines the importance of teaching supervision in improving teacher competency and learning quality at SMK PGRI 6 Ngawi. This supervision is a strategic key to producing competitive graduates in the workforce, as the quality of graduates is highly dependent on effective teacher teaching. The method used in this study was a qualitative approach with a case study. The research subjects were purposively selected, consisting of the Principal, the Vice Principal for Curriculum, and six teachers. Data were collected through in-depth interviews, observations, and documentation studies, then analyzed descriptively qualitatively. The validity of the findings was strengthened by data triangulation. The results showed that SMK PGRI 6 Ngawi implemented a combined clinical and collaborative supervision model. This model has proven successful in improving teachers' pedagogical skills, encouraging learning innovations such as project-based learning, and fostering teachers' awareness of self-reflection. Specifically, this supervision model, which focuses on two-way dialogue and continuous development, significantly improved teacher

professionalism. Despite facing challenges such as limited time and resources, its successful implementation was supported by the strong commitment of the school leadership and the enthusiasm of the teachers. In conclusion, learning supervision at SMK PGRI 6 Ngawi is an important instrument for improving the quality of education. If desired, it is recommended that schools develop peer supervision programs and utilize digital technology to overcome time constraints, so that the supervision process becomes more systematic and adaptive.

Keywords: Instructional, Supervision, Learning, Quality, SMK PGRI 6 Ngawi.

A. Introducing

Vocational education, especially Vocational High Schools (SMK), plays a crucial role in producing graduates who are ready to enter the workforce and compete in an ever-evolving industrial landscape. The success of SMK in fulfilling these demands is closely tied to the quality of classroom learning, which is directly influenced by teacher competence and performance. Teachers are not merely deliverers of content, but also serve as facilitators, motivators, and innovators who must design and implement learning that is relevant to the needs of the job market and technological advancements.

Nevertheless, maintaining and improving the quality of learning in SMK presents significant challenges. Teachers must adapt to ever-changing curricula, integrate the latest vocational technologies, and meet expectations to produce graduates with 21st-century skills. In response to these challenges, instructional supervision becomes a critical strategy to support teachers and ensure the teaching and learning process functions effectively. Far from being just a monitoring tool, instructional supervision is a structured process of guidance and mentoring that helps teachers identify strengths and

weaknesses, receive constructive feedback, and engage in continuous professional development. With proper implementation, supervision is expected to enhance teachers' pedagogical, professional, and personal competencies, ultimately improving learning outcomes.

Recognizing this, SMK PGRI 6 Ngawi, as one of the vocational schools in Ngawi Regency, also strives to address similar challenges in improving educational quality. Strengthening teacher performance and learning processes has become a top priority to ensure that graduates are competitive in the job market. Building on this context, this research was conducted as a case study of instructional supervision at SMK PGRI 6 Ngawi. Specifically, this study aims to:

1. Describe the instructional supervision model implemented at the school,
2. Analyze its effectiveness in improving learning quality, and
3. Identify the opportunities and challenges faced in its implementation.

The findings are expected to offer a comprehensive picture of the role and impact of instructional supervision in this school and provide practical recommendations that may also be relevant for other vocational education institutions.

B. Methods

The research subjects were selected purposively based on their involvement and experience in instructional supervision. They include: The Head of SMK PGRI 6 Ngawi, who acts as the main supervisor in the school. The Vice Principal for Curriculum, who supports and coordinates academic supervision activities. Six teachers, consisting of three general subject teachers and three vocational subject teachers, selected based on teaching experience

(minimum 5 years), subject variety, and willingness to participate in the research.

Data Collect Techniques: To obtain comprehensive and valid data, the following techniques were used:

In-depth interviews; Conducted face-to-face using semi-structured interview guides. Interviews were held individually with the school principal, vice principal, and the six selected teachers. The interviews focused on participants' perceptions, experiences, challenges, and responses to instructional supervision practices. Each interview lasted approximately 30–45 minutes and was recorded for transcription and analysis.

Observations; Non-participant classroom observations were conducted during scheduled supervision sessions. The observations focused on teaching practices, supervisor interactions, and learning environments. Observational notes were taken using a structured observation checklist covering lesson planning, instructional strategies, media use, classroom management, and student engagement.

Documentation Study; Relevant documents such as supervision schedules, supervision instruments, observation forms, teacher supervision reports, follow-up plans, and training participation records were collected and analyzed to support and validate findings from interviews and observations.

Data Analysis:

Data were analyzed using descriptive qualitative techniques through the stages of data reduction, data display, and conclusion drawing. To strengthen the trustworthiness of the findings, data triangulation was applied by cross-verifying information from interviews,

observations, and documentation. Triangulation ensured consistency and credibility in understanding the practice and impact of instructional supervision at the school.

C. Results and Discussion

Instructional Supervision Model at SMK PGRI 6 Ngawi

Instructional supervision at SMK PGRI 6 Ngawi is carried out by the principal and the vice principal for curriculum, using a combination of clinical and collaborative supervision models. The supervision process includes planning, classroom observation, feedback conferences, and follow-up coaching. This aligns with the interview results from the principal who stated, "...The supervision model we apply in our school is a combination of clinical and collaborative models. We involve the vice principal for curriculum in this process..."

1. **Planning;** At the beginning of each semester, the principal and vice principal collaboratively create a supervision schedule, which is agreed upon with the teachers. Teachers are informed about the aspects to be observed. The principal mentioned, "At the beginning of each semester, during meetings with teachers, we always communicate the supervision program for the semester, as well as the aspects that will be the focus of attention, especially concerning the learning process and so on.
2. **Observation Implementation;** Classroom observations are conducted by the principal, vice principal, and senior teachers using observation instruments that cover lesson preparation, methodology, classroom management, teacher-student interaction, and the use of learning media. Observations are not always announced beforehand, but teachers often already know the general schedule. Supervisors stated that the implementation

of supervision is already scheduled, so they don't need to inform teachers as they already know. The observed aspects focus on lesson preparation, implementation, and evaluation.

3. **Feedback Conference;** Following the observation, supervisors hold one-on-one meetings with the teachers. Teachers are given the opportunity to express their opinions, and supervisors provide constructive feedback in an informal and two-way dialogue. The discussion is two-way and informal, where teachers are also given the opportunity to reflect on their teaching practices and convey any challenges they face. Supervisors (the principal, vice principal for curriculum, and senior teachers) stated that after the observation, a follow-up individual conference is held to discuss the teacher's teaching performance.
4. **Follow-up and Coaching;** Based on the feedback, follow-up actions are determined, including participation in training, benchmarking visits, or internal mentoring by senior teachers. There is also an emerging initiative to develop peer supervision. The principal stated, "We provide opportunities for teachers to constantly participate in various activities to increase their knowledge and skills related to the learning process, including attending training sessions, seminars, workshops, and intervisitation both internally and externally."

In addition, there is a nascent initiative to develop peer supervision, where teachers observe and provide feedback to each other, although this is not yet a fully structured program. The principal mentioned, "In implementing this supervision, we also involve the vice principal for curriculum and also senior or experienced teachers to act as supervisors."

Effectiveness of Supervision in Improving Learning Quality:

Improvement in Pedagogical Skills; Teachers reported that supervision feedback helped them identify weaknesses in classroom management, teaching methods, and assessment development. For instance, a vocational teacher stated, "Being supervised made me more aware of the importance of presenting material with a more practical approach relevant to the industrial world, so it's not just theory."

Innovation in Teaching; Teachers began experimenting with new methods such as project-based learning or discovery learning after receiving encouragement and support from supervisors. Research shows that supervision, especially that which is supportive and inspirational, plays a significant role in encouraging teachers to innovate and implement new learning methods. This is consistent with research findings that teachers began trying methods like project-based learning or discovery learning after receiving input and encouragement from supervisors.

Awareness of Self-Reflection; Teachers became more accustomed to reflecting on their teaching practices, even outside formal supervision cycles. They also expressed that self-reflection is crucial because it allows them to recognize their strengths and weaknesses through others. In practice, this is often discussed in meetings among teachers of similar subjects (MGMP).

Development of Teaching Materials; Supervision encouraged teachers to develop more relevant and engaging teaching materials, especially for vocational subjects aligned with industry demands. Generally, teachers, especially vocational teachers, are involved in industrial work practice implementation, thus obtaining information related to the competencies required by the world of work and industry (DU/DI).

Challenges in Supervision Implementation:

1. Time constraints due to administrative duties of the principal and vice principal.
2. A large number of teachers limits the possibility of intensive one-on-one supervision.
3. Limited resources for training programs.
4. Varying levels of teacher understanding regarding the purpose of supervision.

Opportunities for Improvement:

1. Strong support from school leadership.
2. Teacher enthusiasm for professional development.
3. Potential for using technology (e.g., virtual supervision and video-based self-reflection).
4. Development of peer supervision programs.

The instructional supervision model implemented at SMK PGRI 6 Ngawi, which combines clinical and collaborative approaches, aligns with best practices in educational supervision literature. This model emphasizes collaborative planning, direct observation, reflective feedback, and continuous follow-up. The initial stage of academic supervision involves planning, in which the principal and teachers hold an initial meeting to agree on the objectives, criteria, instruments, and semester supervision schedule (Pratiwi & Roesminingsih, 2022). Teachers feel more prepared and have a better understanding of the supervision process when there is initial planning and clear communication from the principal (Walef et al., 2023).

The observed aspects focus on lesson preparation, implementation, and evaluation. This practice is in line with the findings of Harjum (2018), which state that classroom observation supervision includes aspects of preparation, implementation, evaluation, and a supervision culture based on a predetermined schedule. In addition, clinical supervision often involves unannounced observations based

on a commonly agreed-upon general schedule. Parida et al. (2020) also emphasize the use of formal observation instruments targeting lesson plans and instructional media in both scheduled and impromptu supervision.

During this opportunity, the supervisor appreciates the positive aspects accomplished by the teacher, then the teacher is given a chance to express what they feel is still lacking, and then solutions to these shortcomings are formulated together as a follow-up. The feedback conference, characterized by a two-way, reflective, and developmental approach, reinforces the notion that supervision should be a professional dialogue. Dewi & Supriadi (2018) found that such reflective dialogue significantly enhances teachers' awareness of their own practices. When supervisors adopt a collegial approach, teachers are more receptive to feedback (Hartono & Lestari, 2019).

Based on the mutually agreed feedback, the teacher and supervisor decide on a follow-up plan. This follow-up could include recommendations to attend training, comparative studies (studi banding), or internal mentoring with more experienced teachers. The follow-up phase, involving recommendations for training and mentoring, illustrates a sustainable effort to improve teacher competence. Wicaksana & Aswan (2023) support this by showing how supervisors guide teachers in designing contextual learning experiences aligned with workplace realities. Sujana (2019) similarly concluded that active coaching stimulates teachers to adopt student-centered methods such as discovery learning and problem-based learning.

In terms of instructional material development, supervision provides structured guidance that helps vocational teachers align their materials with industry needs. Wijayanto & Rahayu (2018) emphasized the crucial role of supervision in enhancing teaching material relevance. Budiman & Setiawan (2019) further reported

that intensive coaching encourages the creation of more engaging and interactive learning resources. Challenges such as limited supervisory time, high teacher numbers, and varying levels of understanding are consistent with global findings. Nsengimana et al. (2024) and Chiwamba & Kigobe (2022) highlight similar constraints in implementing effective supervision. These issues can be mitigated through strategies such as peer supervision (Suprihatini et al., 2019) and the use of digital technology (Sermal, 2024), which enhances efficiency and expands supervisory reach through hybrid coaching models. Strong leadership support plays a critical role in ensuring supervision effectiveness. Selian & Munawar (2023) state that the principal's leadership in fostering a collaborative culture is essential for school quality improvement.

In conclusion, the instructional supervision practices at SMK PGRI 6 Ngawi demonstrate promising outcomes in enhancing teacher professionalism and instructional quality. Nonetheless, there remains a need for technical reinforcement, expanded use of digital tools, and the cultivation of a culture of self-reflection and peer collaboration for sustainable progress.

Effectiveness of Supervision in Improving Learning Quality

Based on interviews with teachers and initial observations, instructional supervision at SMK PGRI 6 Ngawi demonstrates effectiveness in several aspects:

Improvement in Pedagogical Skills

Teachers feel that feedback from supervisors helps them identify weaknesses in their teaching, such as classroom management, the use of varied methods, or the development of assessment instruments. For instance, a vocational teacher stated, "Being supervised made me more aware of the importance of presenting material with a more practical approach relevant to the industrial world, so it's not just theory." This aligns with the findings of Haryani

and Sumarsono (2017), whose study showed that clinical supervision programs significantly improved teachers' skills in classroom management and the use of varied teaching methods. Teachers who received intensive mentoring from supervisors felt more confident in managing classroom dynamics and trying new teaching approaches after receiving directed feedback. Consistently, Rahmawati and Lestari (2018) found that supervision focusing on learning assessment aspects was very helpful to teachers.

Through supervisor guidance, teachers became more capable of developing relevant, valid, and reliable assessment instruments, and analyzing assessment results for learning improvement. Supervisor feedback on the alignment of instruments with learning objectives was key to this improvement. Furthermore, more generally, research by Sulistyani and Priyanto (2019) affirmed that academic supervision positively contributes to the overall improvement of teachers' pedagogical competence. Aspects such as teaching material development, method selection, and learning evaluation showed significant improvement after teachers received systematic and continuous supervision. Teachers felt that input from supervisors provided "enlightenment" regarding areas they needed to improve.

Innovation in Learning

Some teachers began trying new learning methods, such as project-based learning or discovery learning, after receiving input and encouragement from supervisors. Teachers were given opportunities by supervisors to participate in development activities outside the school environment, such as training, seminars, workshops, or mentoring sessions. Research shows that supervision, especially that which is supportive and inspirational, plays a significant role in encouraging teachers to innovate and implement new learning methods. This is consistent with research findings that teachers began trying methods like project-based learning or discovery learning after receiving input and encouragement from

supervisors. Research by Purnama and Sari (2018) found that academic supervision oriented towards teachers' professional development was able to encourage the implementation of project-based learning. Supervisors not only monitored but also provided guidance, resources, and motivation to teachers to design and implement innovative learning projects.

Supervised teachers felt more confident experimenting with this approach, which they might previously have found too complex. Supervisors facilitate teachers in designing learning scenarios that simulate real industrial conditions, making the teaching materials more contextual and challenging (Wicaksana & Aswan, 2023). A case study conducted by Sujana (2019) in several schools showed that positive interaction between supervisors and teachers, including discussions and coaching, stimulated teachers' desire to adopt active learning methods such as discovery learning, problem-based learning, and cooperative learning. Supervisors acted as catalysts, introducing new concepts and helping teachers adapt them to their classroom context.

Awareness of Self-Reflection

The feedback process encouraged teachers to engage in self-reflection more frequently regarding their teaching practices, not just waiting for supervision. Some teachers conveyed the importance of supervision, stating they didn't mind it; instead, they felt it offered significant benefits. They also expressed that self-reflection is crucial because it allows them to recognize their strengths and weaknesses through others. In practice, this is often discussed in meetings among teachers of similar subjects (MGMP). Research by Dewi and Supriadi (2018) showed that constructive feedback and reflective dialogue during the supervision process significantly increased teachers' awareness of self-reflection.

Supervisors who facilitated teachers in self-evaluating their teaching practices, identifying challenges, and formulating solutions made teachers accustomed to thinking critically about the effectiveness of their methods, even outside formal supervision cycles. Teachers began to see reflection as an integral part of their professional development. Consistent with this, a study by Hartono and Lestari (2019) revealed that when supervision was conducted with a collegial and development-oriented approach, rather than solely evaluative, teachers became more accepting and even appreciative of the process. Their findings indicated that teachers who felt supported and given the opportunity to actively participate in the supervision process tended to view it as a valuable resource for professional growth, not as a burden or threat. This aligns with your teachers' view that they don't mind supervision and, in fact, experience significant benefits from it. On the other hand, Wibowo and Susilawati (2020) found in their research that the quality of supervisor feedback largely determined the extent to which teachers engaged in continuous reflective practice. Specific feedback, focusing on strengths and areas for improvement, accompanied by concrete suggestions, encouraged teachers not only to rethink what they had done but also to plan future improvements independently. This fostered a habit of reflection that wasn't solely dependent on the supervisor's presence.

Development of Teaching Materials

Supervision has a positive influence in encouraging teachers to develop more relevant and engaging teaching materials. This is particularly important for vocational subjects, where teaching materials need to be aligned with industry needs. Generally, teachers, especially vocational teachers, are involved in industrial work practice implementation, thus obtaining information related to the competencies required by the world of work and industry (DU/DI). This information becomes crucial input for developing subsequent teaching materials. Consistent with the research by

Wijayanto and Rahayu (2018), it was found that academic supervision at SMK plays a crucial role in helping vocational subject teachers align teaching materials with industry competency standards. Supervisors provide guidance and feedback on the relevance of teaching material content, the addition of industry case studies, and the integration of the latest technology. Teachers felt more guided in developing teaching materials that are applicable and meet DUDI demands.

The research findings of Budiman and Setiawan (2019) showed that intensive supervision, through coaching and discussion, encouraged teachers to develop teaching materials that are not only accurate but also more engaging and interactive. Supervisors provided input on the use of visual media, variations in material format, and delivery strategies that could increase student engagement. As a result, teachers began creating more innovative teaching materials and were not confined to textbooks alone. Nugroho and Santoso (2020) highlighted in their research how supervision can encourage teachers to shift from conventional teaching materials to project-based or case study-based materials, which are highly relevant for vocational subjects. Supervisors facilitated teachers in designing learning scenarios that mimic real industry conditions, making the teaching materials more contextual and challenging. This support helped teachers overcome difficulties in designing practice-oriented teaching materials.

Challenges and Opportunities

Despite showing effectiveness, the implementation of supervision at SMK PGRI 6 Ngawi also faces several challenges:

Time Constraints; The principal and vice principal have numerous managerial and administrative duties, leading to limited time allocation for supervision, which often cannot be conducted intensively for all teachers. In such conditions, the principal

delegates the vice principal for curriculum and some senior teachers to act as supervisors (peer supervision). Scheduling conflicts were identified as a significant problem, with teachers and principals having busy schedules that make it difficult to find suitable times for supervision. Collaboration emerged as an alternative solution to improve academic supervision, with teachers proposing the involvement of senior teachers to supervise junior teachers and support each other in monitoring activities (Chimoro & Mayanja, 2023).

Large Number of Teachers; With a significant number of teachers, in-depth individual supervision for each teacher becomes a distinct challenge. With so many administrative responsibilities, it is physically impossible to observe every teacher on a regular basis (Nsengimana et al., 2024).

Limited Resources; The budget for teacher or supervisor training is sometimes limited, although the school strives to seek external resources. Limited resources and support from educational authorities administrative tasks frequently take precedence over supervision (Chiwamba & Kigobe, 2022).

Variation in Teacher Understanding; There is variation in understanding among teachers regarding the purpose of supervision. Some teachers may still view it merely as a form of assessment, even though the majority understand it as a developmental effort.

However, there are also opportunities to enhance the effectiveness of supervision:

Full Support from Leadership; The principal and vice principal demonstrate a strong commitment to supervision as part of school

quality improvement. The principal plays a key role in the development and improvement of educational quality in the school. Effective supervision involves classroom observation, the provision of constructive feedback, continuous professional development, and the creation of a collaborative school culture (Selian & Munawar, 2023).

Teacher Enthusiasm for Development; The majority of teachers have a desire for self-development and are open to feedback. The majority of teachers engage in training to improve their teaching, and school leaders emphasize teacher development as vital for school improvement. This positive attitude among teachers makes instructional supervision more effective (Dweck, 2024).

Potential for Technology Utilization; The use of digital platforms or video recordings for teachers' self-reflection can be a solution to supervisor time constraints. Virtual supervision significantly enhances time efficiency by 30–50%, expands the reach of coaching programs, and improves the quality of feedback... Hybrid coaching models combining synchronous and asynchronous interactions offer personalized, flexible learning experiences (Sermal, 2024).

Development of Peer Supervision Programs; Strengthening peer supervision programs will lighten the burden on formal supervisors and encourage collaboration among teachers. Peer-based academic supervision model positively impacts teachers' teaching skills fosters a collaborative school culture and encourages innovation in teaching methods (Suprihatini et al., 2019)

D. Conclusions

This case study at SMK PGRI 6 Ngawi indicates that instructional supervision is a crucial instrument in efforts to improve learning quality. The implemented supervision model, though varied, tends

towards a collaborative and development-oriented approach, which has proven effective in enhancing pedagogical skills and fostering teacher innovation. Despite facing challenges such as limited time and resources, the commitment of the school leadership and the enthusiasm of teachers are important assets. As recommendations for the future, SMK PGRI 6 Ngawi should: Optimize supervisor time allocation through the delegation of administrative tasks. Strengthen training for supervisors on more in-depth and specific feedback techniques. Develop and institutionalize peer supervision programs in a more structured manner. Explore the use of technology to support the supervision process, such as video recordings of lessons for reflection or online feedback platforms. Thus, instructional supervision at SMK PGRI 6 Ngawi can continue to develop into a more systematic, adaptive process, making a significant impact on the learning process, which in turn enhances the quality of graduates.

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