

The Effect of Academic Supervision and Teacher's Professional Competence on the Quality of Services for State School Teachers in Ciomas District, Bogor Regency

Alfan Hardiyansyah*, R. Madhakomala, Sarkadi

Department of Education Management, Universitas Negeri Jakarta, Indonesia

Abstract:- This study discusses the influence of academic supervision and professional competence of teachers on the quality of service for State Elementary School teachers in Ciomas District, Bogor Regency. The research method used in this study is a survey research method with a quantitative approach using a sample of 122 teachers from 39 public elementary schools in Ciomas District, Bogor Regency. Sampling using a simple random sampling technique. The data analysis method used in this research is the descriptive analysis method and multiple linear regression analysis. Data processing was carried out using SPSS 23 for Windows computer software. The results of the F test in this study showed the value of sig F was $0.000 < 0.05$, which means that academic supervision and professional competence of teachers together have a significant influence on the quality of teacher services. Based on the results of the t-test, it can be seen that the variables of academic supervision and professional competence of each teacher have a significant effect on the quality of teacher service.

Keywords:- Academic Supervisor, Teacher Professional, Quality Service, Elementary School, Management Education.

I. INTRODUCTION

The low quality of education so far is strongly influenced by several components according to Zamroni et. al. including the quality of teachers, administrative staff, and learning infrastructure such as textbooks, learning media, learning resources, equipment/support, learning laboratories which are not sufficient [1]. Various efforts must be considered and implemented by school principals to improve the quality of education, including the quality of teacher services provided to students [2].

The government through its policies seeks to improve the quality of services provided by educational institutions to the community. The improvement efforts include expansion of access, national education standards, minimum service standards, improvement of facilities and infrastructure, scholarships for poor students, and deconcentration of education funds [3]. The community is increasingly paying attention to education, especially through awareness of the need for good service quality.

The service quality of an institution according to Kotler is a form of consumer assessment of the level of service received (perceived service) with the level of service expected (expected service)". For school institutions, the relevant stakeholder components in schools consist of the education office, principals, teachers and education staff, school committees, and students.

Engkoswara & Komariah explained that "That the quality of education will be said well if the education can present services under the needs of customers" [4]. This means that the quality of education will be said to be good if education can provide services that are under customer needs. To achieve good quality, it is necessary to have good service as well. Under the Law of the Republic of Indonesia No. 25 of 2009 article 1 paragraph 1 reads: public service is an activity or series of activities in the context of fulfilling service needs under the needs of legislation for every citizen and resident of goods, services, and/or administrative services provided by public service providers [5].

Meanwhile, according to Goetch and Davis quality is a dynamic condition related to services, people, processes, and environments that meet or exceed what is expected [6]. Therefore, teachers must pay attention to the quality of services provided to students so that the quality of education becomes better. Quality of teacher service is any action or activity that can be offered by an educator to other parties to benefit and offer satisfaction to meet customer needs by predetermined standards [7].

According to service quality consists of five influencing aspects, namely 1) Reliability which is characterized by the provision of appropriate and correct services; 2) Tangibles which are marked by the provision that marks human resources and other resources; 3) Responsiveness which is characterized by the desire to serve consumers quickly; 4) Assurance marked by the level of attention to ethics and morals in providing services; 5) Empathy, which is marked by the level of willingness to know the wants and needs of the community [8].

Based on data from the Bogor district education office regarding Minimum Service Standards (SPM) in the 2018-2023 Strategic Plan (RENSTRA) The level of expansion of

access and equity of quality basic education is a problem that needs serious attention, this can be seen from several indicators, including The Pure Participation Rate (NER) for SD/equivalent, the district's average achievement in 2018 was 88.75%. Of the 40 sub-districts spread across Bogor Regency, there are still 13 (thirteen) sub-districts whose achievements are below the district average, with the two lowest achievements being in Gunung Putri District and Ciomas District which are 64.06% and 67 respectively. ,40%. Therefore, the researcher focused this research on the Ciomas sub-district [9].

Teachers are the spearhead in improving the quality of education. The problem of the quality of education, in general, involves the problem of the quality of services provided by teachers. One of the competencies that every teacher must have is professional competence. Following the Law of the Republic of Indonesia, Number 14 of 2005 concerning teachers and lecturers, the competencies that must be possessed by every teacher include: pedagogic competence, personality competence, social competence, and the competence to be discussed is professional competence [10].

Kunandar defines professional competence as mastery of learning materials broadly and deeply, which includes mastery of curriculum material in school subjects and the scientific substance that overshadows the material, as well as mastery of scientific structure and methodology [11]. Wina Sanjaya revealed that professional competence is the ability to master subject matter broadly and deeply [12].

According to Sukrapi Professional competence is "Professional competence is the ability to master the subject matter is broad and deep [13]. Thus, enabling teachers to guide learners to meet the standards of competence under the National Standards". The quote states that professional competence is the ability to master the subject matter broadly and deeply. Thus, enabling teachers to guide students to meet competency standards under National Standards. The professional competence of teachers is the ability and special expertise in the field of teaching so that they can carry out their duties and functions as a teacher to the fullest [14].

Mulyasa suggests that the professional competence of teachers consists of 1) Understanding the National Education Standards; 2) Develop curriculum; 3) Mastering standard materials; 4) Manage learning programs; 5) Manage the class; 6) Using media and learning resources; 7) Mastering educational foundations; 8) Understanding and implementing student development; 9) Understanding and implementing school administration; 10) Understanding research in learning; 11) Showing exemplary and leadership in learning; 12) Develop the theory and basic concepts of education; 13) Understand and implement the concept of individual learning [15].

Professional competence of teachers is needed in the teaching and learning process because the teacher is the spearhead in the implementation of education. The competencies possessed by teachers are a reflection of the implementation of their profession, which professional

teachers are teachers who are skilled, competitive, proficient in teaching and have good personalities, and can make adjustments in society. We need to realize that the professional competence of teachers is very important to provide services to students so that they can realize the educational goals of producing smart students who can become the expected next generation [16].

The reality in the field shows that there are still many public elementary school teachers in Bogor Regency who have not shown their professional competence optimally, it can be seen from the results of the UKG SD in Bogor Regency in 2015 the average is still low, which is in the range of 57.67. While the average result of the UKG value is still below the expected standard, which is 70.

Mastery of teacher professional competence is not under what is expected. It can be seen from the results of UKG in professional competence that are less than optimal, namely for Bogor district around 61.10, where the average value of Professional Competence in Bogor Regency is still below 10 cities/districts in the province of West Java, which is ranked 11th out of 27 cities/district in the province of West Java.

To improve the professional competence of teachers, the principal conducts supervision activities. Because by carrying out supervision, it will be able to find out the shortcomings and weaknesses of the teacher and can improve the professionalism of the teacher. According to Suhardan supervision is the supervision of the implementation of educational technical activities in schools, not just supervision of physical materials. Supervision is the supervision of academic activities in the form of teaching and learning processes, supervision of teachers in teaching, supervision of students learning, and supervision of situations that cause it [17]. According to Piet A Sahertian supervision is an effort to provide services to teachers both individually and in groups to improve teaching. The keyword of providing supervision, in the end, is providing service and assistance [18].

According to Glikman, academic supervision is a series of activities to help teachers develop their ability to manage the teaching and learning process to achieve teaching goals while Daresh stated in Academic supervision is an effort to help teachers develop their abilities to achieve goals. Teaching [19].

According to Mulyasa Academic supervision is professional assistance to teachers, through a cycle of systematic planning, careful observation, and objective and immediate feedback. Mulyasa explained with a cyclical process so that supervision is more systematic. Academic supervision is closely related to the assessment of teacher performance in managing learning. Academic supervision is the core of general supervision, because of the implementation of education in schools, the main activities are academic [20].

Academic supervision is an effort to improve and develop the quality of learning and improve the learning process and student learning outcomes. According to Dodd quoted by Masaong that the principles of academic

supervision are 1) Practical, easy to do according to school conditions; 2) Systematic, developed according to a mature supervision program planning; 3) Objective, input according to the aspects of the instrument; 4) Realistic, based on reality; 5) Anticipatory, able to deal with problems that may occur; 6) Constructive, developing creativity and innovation of teachers in developing the learning process; 7) Cooperative, good cooperation between supervisors and teachers in developing learning; 8) Family, mutual honing, compassion and care in developing learning; 9) Democracy, supervisors should not dominate; 10) Active, teachers and supervisors must actively participate; 11) Humanist, creating a harmonious relationship; 12) Continuous, carried out regularly and continuously; 13) Integrated, integrated with educational programs; 14) Comprehensive, meeting the goals of academic supervision [21].

The role of the principal's academic supervision and the professional competence of teachers in schools is very large because the supervision carried out by a school principal continuously and continuously can improve the quality of learning so that it can automatically improve the quality of teacher services. Besides being able to improve the quality of school services, academic supervision can also be used as a reference or basis for professional supervision activities, what is being studied is the assistance system carried out by school principals to improve the professional competence of teachers, so that teachers become more skilled in handling the main task of teaching their students. In the form of a set of programs and procedures for activities in schools aimed at improving and improving the quality of learning carried out by teachers [22].

Based on this fact and to improve the professionalism of teachers in improving the quality of services, the role of the principal as a direct supervisor is needed. With the role of the principal as a direct supervisor, it is hoped that he can guide, be an example, and move teachers in improving the quality of teacher services in the Ciomas sub-district.

II. RESEARCH METHOD

The method used in this research is a survey research method with a quantitative approach. The survey research method is a quantitative research method used to obtain data that occurred in the past or present, about beliefs, opinions, characteristics, behavior, variable relationships, and to test several hypotheses about the relationship between sociological and psychological variables from samples taken from the population. In particular, data collection techniques generally use instruments in the form of tests, observations, interviews, and closed questionnaires, and research results tend to be generalized [23].

The quantitative approach is used by measuring the indicators of the variable indicators to obtain a picture of the influence between these variables. The steps taken in this method are collecting, compiling, analyzing, and interpreting, then from the data collected, a conclusion is drawn. This type of survey research focuses on disclosing causal relationships between variables, namely a study directed at investigating causal relationships based on observations of the effects that

occur, to separate the effect of a causal variable on the effect variable.

III. RESULT AND DISCUSSION

This research was carried out with the aim of this study being to obtain input on the effect of academic supervision and teacher professional competence on the quality of service for public elementary school teachers in Ciomas District, Bogor Regency based on the problems that have been formulated. This study using hypothesis testing with simple regression analysis and multiple regression analysis. After testing the hypothesis, the results obtained are:

A. The effect of academic supervision on the quality of service for public elementary school teachers in Ciomas sub-district, Bogor Regency

Partial test or t-test in this study using the help of SPSS, while the results of the SPSS calculation are as follows:

TABLE I. ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	1.137	1	1.137	90.881	.000 ^b
Residual	1.226	98	.013		
Total	2.362	99			

^aa. Dependent Variable: Teacher Service Quality

^bb. Predictors: (Constant), Academic Supervision

Based on the results of SPSS 23 output shown in the ANOVA table I above, it is known that the significance value (sig) for the effect of academic supervision (X1) on the quality of teacher service (Y) is $0.000 < 0.05$, so it can be concluded that H1 is accepted which means there is a significant effect academic supervision (X1) on the quality of teacher service (Y).

The problem faced in carrying out supervision in the basic education environment is how to change an autocratic and corrective mindset into a constructive and creative attitude, namely an attitude that creates situations and relationships in which teachers feel safe and accepted as subjects that can develop themselves. For this reason, supervision must be carried out based on data, objective facts.

Two things underlie the importance of academic supervision in the process of improving the quality of teacher services [24].

1. Curriculum development is a symptom of educational progress. These developments often lead to changes in the structure and function of the curriculum. Implementation of the curriculum requires continuous adjustment to the real conditions in the field. This means that teachers must always try to develop their creativity so that educational efforts based on the curriculum can be implemented properly. However, these efforts do not always run smoothly. Many things often hinder, namely incomplete information received, school conditions that are not under the demands of the curriculum, people who do not want to help, skills in applying methods that still need to be improved, and even the process of solving

problems has not been mastered. Thus, teachers and principals who implement education policies at the most basic level need special assistance in meeting the demands of educational development, particularly curriculum development.

2. The development of personnel, employees, or employees is always a continuous effort in an organization. Personal development can be carried out formally and informally. Formal development is the responsibility of the institution concerned through upgrading, learning assignments, workshops, and the like. While informal development is the responsibility of the employee himself and is carried out independently or together with his colleagues, through various activities such as scientific activities, experimenting with a teaching method, and so on.

Education policies must be supported by education actors who are at the forefront, namely teachers through their interactions in education. Efforts to improve the quality of teacher services need to be carried out in stages by referring to the strategic plan. The quality of teacher services requires the involvement of all components of education (colleagues, principals, communities, school committees, education boards, and institutions) in the planning and realization of sustainable development programs through academic supervision.

The implementation of professional competence in the quality of teacher services is absolutely necessary in line with the implementation of regional autonomy, especially in the field of education. The professional ability of teacher service quality will be realized if the teacher has a high awareness and commitment in managing teaching and learning interactions at the micro level, and contributes to efforts to improve the quality of education at the macro level.

One of the efforts to improve the professional quality of teacher services is through academic supervision [25]. The implementation of academic supervision needs to be carried out systematically by school principals and school supervisors aimed at providing guidance to teachers so that they can carry out their duties effectively and efficiently. In its implementation, both the principal and supervisor use the observation sheet for the academic supervision instrument which contains aspects that need to be considered in improving teacher services and school services. To supervise teachers, an observation instrument sheet is used in the form of a teacher ability assessment tool (APKG).

Academic supervision that is planned, systematic, directed and sustainable is expected to create ideal conditions in which the quality of teacher services can be implemented. And of course, the role of the principal as a supervisor in the school where his duties must be maximized. Because the achievement of professional teacher service quality is related to various educational components that are very decisive in implementing the quality of teacher services in order to be able to manage effective learning, in line with the learning paradigm recommended by Unesco advertisements, "learning to know, learning to work (learning to know), do, learn to live together (learning to live together), and learn to be yourself (learning to be) [26].

B. The effect of teacher professional competence on the quality of service for public elementary school teachers in Ciomas sub-district, Bogor Regency Kabupaten

Partial test or t-test in this study using the help of SPSS, while the results of the SPSS 23 count are as follows:

TABLE II. ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	182.597	1	182.597	13.951	.000 ^b
Residual	667.516	98	13.089		
Total	850.113	99			

^aa. Dependent Variable: Teacher Service Quality

^bb. Predictors: (Constant), Teacher Professional Competence

Based on the results of SPSS 23 output shown in the Coefficients table, it is known that the significance value (sig) for the effect of teacher professional competence (X₂) on the quality of teacher service (Y) is 0.000 < 0.05, so it can be concluded that H₂ is accepted which means there is a significant influence on competence. professional teachers (X₂) on the quality of teacher services (Y).

The teacher as one component in the school occupies a profession that plays an important role in the teaching and learning process. The key to the success of schools in achieving educational goals in schools is in the hands of teachers. Teachers have a role in the process of growth and development of students, knowledge, skills, intelligence, and attitudes, and views of life of students. Therefore, the problem of the teacher figure needed is a teacher who can help the growth and development of students under the educational goals expected at every school level [27].

According to Kunandar, a professional teacher is required with several minimum requirements, has adequate professional education qualifications, has scientific competence under the field he is engaged in, has good communication skills with his students, has a creative and productive spirit, and always carry out continuous self-development through professional organizations, the internet, books, seminars and the like [11].

So, it can be concluded that, with the competencies possessed, in addition to mastering the material and being able to process teaching and learning programs, teachers are also required to be able to carry out evaluation and administration. Or in other words, there is no attempt to improve the quality of the learning process that can be done well without an evaluation step. Therefore, it is necessary to have a teacher who has high qualifications, competence, and dedication in carrying out professional duties to achieve a good quality of service.

C. The influence of academic supervision and professional competence of teachers on the quality of service for State Elementary School teachers in Ciomas District, Bogor Regency

Hypothesis testing H3 There is a simultaneous (equally) effect of academic supervision (X1) and teacher professional competence (X2) on the dependent variable of teacher service quality (Y) using the F test. Simultaneous test or F test in this study using SPSS assistance, as for the calculation results of SPSS 23 as follows:

TABLE III. ANOVA^A

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	1.140	2	.570	45.209	.000 ^b
Residual	1.223	97	.013		
Total	2.362	99			

^a.a. Dependent Variable: Teacher Service Quality

^b.b. Predictors: (Constant), Teacher Professional Competence, Academic Supervision

Based on the results of SPSS 23 output shown in the ANOVA table III, it is known that the significance value (sig) for the simultaneous (equally) effect of academic supervision (X1) and teacher professional competence (X2) on the dependent variable of teacher service quality (Y) is $0.000 < 0.05$, so it can be concluded that H3 is accepted which means there is a simultaneous (equally) effect of academic supervision (X1) and teacher professional competence (X2) on the dependent variable of teacher service quality (Y).

Afrinsyah argue that teachers are the determinants of educational success through their performance at the institutional and experiential levels so that efforts to improve the quality of education must start from the aspect of "teachers" and other education personnel concerning their professional quality and welfare. in professional education management [25].

Aedi explains that there are two metaphors to describe the importance of developing the quality of teacher resource performance, namely:

First, the position of a teacher is likened to a water source. The source of water must continue to increase so that the river can flow water continuously. If not, then the water source will dry up. Thus, if a teacher never reads new information, does not add to his knowledge of what is being taught, then he can't provide knowledge and knowledge in a more refreshing way to students.

Second, the position of the teacher is likened to a fruit tree. The tree will not bear fruit if the roots of the parent tree do not absorb nutrients that are useful for the growth of the tree. Likewise with teacher positions need to grow and develop. Both the personal growth of teachers and the growth of the teaching profession. Every teacher needs to realize that professional growth and development are a must to produce quality educational output. That is why teachers need to learn

continuously, read the latest information and develop creative ideas in learning so that the teaching and learning atmosphere is exciting and fun for both teachers and students [28].

Surya states that the improvement of the quality of teacher services can be carried out with the help of supervisors, namely people or institutions that carry out supervision activities for teachers. The need for supervision assistance for teachers is deeply rooted in people's lives [26]. Swearingen revealed the background of the need to improve the quality of teacher services deeply rooted in the needs of the community with the following backgrounds 1) Cultural Background, 2) Philosophical Background, 3) Psychological Background, 4) Social Background, 5) Background Sociological Background, 6) Position Growth Background [29].

Supervision is in charge of maintaining, caring for, and stimulating teacher job growth. It is hoped that teachers will become more professional in carrying out the mandate of their positions and can improve the bargaining position of teachers in society and the government, that teachers have a major role in the formation of human dignity.

IV. CONCLUSION

Based on the analysis and testing of the hypotheses carried out, in general, it can be concluded that the influence of academic supervision and teacher professional competence on the service quality of State Elementary School teachers in Ciomas District, Bogor Regency is based on the findings: First, academic supervision has a significant influence on the service quality of State Elementary School teachers in Ciomas District, Bogor Regency. This shows that the better the supervision, the better the teacher service quality tends to be. Second, the professional competence of teachers has a significant influence on the service quality of State Elementary School teachers in Ciomas District, Bogor Regency. This shows that the better the professional competence of teachers, the better the service quality of State Elementary School teachers in Ciomas District, Bogor Regency. Third, academic supervision and professional competence of teachers have a significant influence on the quality of service for State Elementary School teachers in Ciomas District, Bogor Regency.

REFERENCES

[1]. N. Kholis, Z. Zamroni, and S. Sumarno, "Mutu sekolah dan budaya partisipasi stakeholders," *J. Pembang. Pendidik. fondasi dan Apl.*, vol. 2, no. 2, 2014.
 [2]. S. Suryanto, M. S. Zulela, A. Noornia, and V. Iasha, "Pengembangan Modul Pembelajaran Matematika Berbasis Penemuan Terbimbing tentang Pengukuran di Kelas IV Sekolah Dasar," *J. Pendidik. Dasar*, vol. 8, no. 2, pp. 123–134, 2017.
 [3]. R. R. Wantika, "Pembelajaran Kooperatif Tipe TAI Berdasarkan Teori Beban Kognitif," *Buana Pendidik. J. Fak. Kegur. Dan Ilmu Pendidik.*, vol. 13, no. 23, pp. 41–46, 2017.

- [4]. I. N. Karsana, N. M. Suyeni, and H. Perbowosari, "Increasing The Quality Of Teacher's Pedagogic Competence To Develop Student Learning Motivation," *J. Penjaminan Mutu*, vol. 6, no. 1, pp. 39–47, 2020.
- [5]. T. Windiyani, E. Boerieswati, and M. S. Sumantri, "Improve Indonesian Language Writing Skills using Educational Multimedia Games for Elementary School Students," 2019.
- [6]. A. Amir, "Pengembangan profesionalisme guru dalam pembelajaran melalui model lesson study," *Logaritma J. Ilmu-ilmu Pendidik. dan Sains*, vol. 1, no. 02, 2013.
- [7]. B. R. Prastyana, "Peran Ekstrakurikuler Pecak Silat Dalam Meminimalisir Kenakalan Remaja di Sekolah," *Buana Pendidik. J. Fak. Kegur. dan Ilmu Pendidik.*, vol. 12, no. 22, pp. 28–48, 2016.
- [8]. K. Fitzsimmons, "Exploring Feminine Identities on Instagram." Doctoral dissertation, UNIVERSITY OF CALGARY, 2017.
- [9]. A. Fachrurrazi, "Pemanfaatan dan Pengembangan Media Berbasis Teknologi Informasi untuk Pembelajaran," *Buana Pendidik. J. Fak. Kegur. dan Ilmu Pendidik.*, vol. 6, no. 11, pp. 65–73, 2010.
- [10]. Y. Sari, Z. MS, V. Iasha, and J. Kalengkongan, "PENINGKATAN KEMAMPUAN BERPIKIR KRITIS MELALUI MODEL AUDITORY, INTELEKTUALY, REPATITION (AIR) BERBANTUAN KOMIK IPA DI SEKOLAH DASAR," *Refleks. Edukatika J. Ilm. Kependidikan*, vol. 11, no. 1, pp. 121–126, Dec. 2020, doi: 10.24176/re.v11i1.5045.
- [11]. K. KUNANDAR, "Evaluasi program pengembangan dan implementasi kurikulum tingkat satuan pendidikan (KTSP)," *J. Eval. Pendidik.*, vol. 2, no. 2, pp. 171–181, 2011.
- [12]. W. Sanjaya, "Strategi pembelajaran berorientasi standar proses pendidikan," 2019.
- [13]. M. Sukrapi and P. Muljono, "The relationship between professional competence and work motivation with the elementary school teacher performance," *Asian J. Humanit. Soc. Stud.*, vol. 2, no. 5, 2014.
- [14]. L. I. Badiah, M. Lathifah, and C. A. Pravesti, "LAYANAN INFORMASI UNTUK MENINGKATKAN SELF KNOWLEGDE DALAM MENGARAHKAN KARIER PADA ANAK TUNANETRA DI SLB A YPAB SURABAYA," *Buana Pendidik. J. Fak. Kegur. dan Ilmu Pendidik.*, vol. 13, no. 24, pp. 145–154, 2017.
- [15]. C. Z. Harun, "Manajemen pendidikan karakter," *J. Pendidik. Karakter*, no. 3, 2013.
- [16]. M. N. Jauhari, "Pengembangan Sekolah Inklusif dengan Menggunakan Instrumen Indeks for Inclusion," *Buana Pendidik. J. Fak. Kegur. dan Ilmu Pendidik.*, vol. 13, no. 23, pp. 18–27, 2017.
- [17]. D. Suhardan, "Standar Kinerja Guru dan Pengaruhnya Terhadap Pelayanan Belajar, dalam Mimbar Pendidikan," *Bandung UPI*, 2010.
- [18]. S. Astuti, "Supervisi akademik untuk meningkatkan kompetensi guru di SD Laboratorium UKSW," *Sch. J. Pendidik. Dan Kebud.*, vol. 7, no. 1, pp. 49–59, 2017.
- [19]. A. K. Ginting, S. Purba, and T. A. Siburian, "The Effect of Academic Supervision and Teamwork on Work Satisfaction of Public High School Teacher in Binjai City," *Int. J. Educ. Reasearch*, vol. 7, no. 6, pp. 335–346, 2019.
- [20]. E. Mulyasa and D. Rosyada, *Praktek Penelitian Tindakan Kelas, Menciptakan Perbaikan Berkesinambungan*. Bandung.
- [21]. A. K. Masaong, "Supervisi pembelajaran dan pengembangan kapasitas guru," *Bandung Alf.*, 2013.
- [22]. D. Sofyan, E. Boerieswati, M. Asmawi, and V. Iasha, "The Effect of Teacher Certification on Teaching Ability in Indonesian Language Subjects in Elementary Schools," 2019.
- [23]. Sugiyono, *Metode penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta, 2018.
- [24]. M. D. Suprihatin, "Administrasi Pendidikan, Fungsi dan Tanggung Jawab Kepala Sekolah sebagai Administrator dan Supervisor Sekolah." Semarang: IKIP Semarang Press, 1989.
- [25]. H. Afriansyah, "Administrasi dan supervisi pendidikan," 2019.
- [26]. M. Surya, "Peran Organisasi Guru dalam Meningkatkan Mutu Pendidikan," 2002.
- [27]. A. Sudrajat, Meiliana Lovienica, and Vina Iasha, "Pengaruh Model Resource Based Learning Terhadap Hasil Belajar Ilmu Pengetahuan Sosial (IPS) Siswa Kelas IV SD Sekolah Dasar," *Buana Pendidik. J. Fak. Kegur. dan Ilmu Pendidik.*, vol. 17, no. 1 SE-, pp. 70–75, Feb. 2021, doi: 10.36456/bp.vol17.no1.a3217.
- [28]. P. M. P. D. A. N. T. KEPENDIDIKAN and D. P. NASIONAL, "Manajemen Peningkatan Mutu Berbasis Sekolah."
- [29]. R. Sinha and K. Swearingen, "The role of transparency in recommender systems," in *CHI'02 extended abstracts on Human factors in computing systems*, 2002, pp. 830–831.