

Reformulation of Education Supervision in the Free Learning Policy

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Abstract

The implementation of the independent learning curriculum requires an educational design that is flexible for the needs of the development of this innate potential so that educational supervision services allow for substantial shifts and changes in terms of work procedures and standardization of educational supervision services. This research uses a library research approach by collecting literature materials that are considered relevant to the theme of this research, then analyzing them and then formulating them into a conceptual paradigm as findings in this study. The findings in this study explain that the independent learning curriculum is an effort to create a learning space that is in accordance with the child's growth and development potential in order to achieve the maximum self-actualization process. This presents a new challenge for educational supervision services to be able to be adaptive and continue to open themselves to all possibilities that are considered feasible and can contribute to the achievement of maximum self-development goals so that educational supervision services are no longer limited to explaining the technical implementation of supervision operations, but must also be able to position themselves on the substitution of values contained in the learning process directed at achieving the process of maximum self-actualization. This research succeeded in building a new paradigm of mainstreaming inclusive educational supervision and a new view of the concept of educational supervision for the future.

Keywords: *Supervision, Education, Free Learning*

History:

Received : 18 Mei 2023

Revised : 28 Mei 2023

Accepted : 15 Juni 2023

Published : 30 Juni 2023

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Publishers: LPM IAIN Syaikh Abdurrahman Siddik Bangka Belitung, Indonesia

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Introduction

Education is a tool to achieve welfare for all mankind, both materially in the form of infrastructure and an established economy, as well as morally, such as by providing superior quality human resources (Stevi et al., 2021). Quality education also reflects an advanced and modern society, and this can be seen in the applied algorithm of global education where the quality of good and quality education is always directly proportional to the progress of a nation, namely the better the quality of education of a nation, the better the quality of life of the nation (Halawa & Mulyanti, 2023; Hariyanti et al., 2023; Oktarina, 2019). Education can also be interpreted as a cultural driving engine, where culture from every era undergoes changes and developments in line with changes obtained from the educational process itself. Good education is able to give birth to things that are creative and innovative in the current development. When a country wants to create a better life for all its people, education becomes an important element that must be prepared to fulfil these desires and ideals (Mustaghfiroh, 2020).

According to studies disseminated by the World Bank, the National Planning Agency, and the Ministry of National Education, instructors have a crucial role in raising educational standards. Efforts to improve education revolve on teachers because, as creators, they have the power to modify the learning environment for their pupils. Teachers have flexible power in applying the curriculum, developing learning methods and models, improving learning services through learning models and approaches, providing textbooks, and active and creative classroom conditioning. All of these elements can be carried out properly if teachers are given maximum space to manage learning as professionally as possible (Alfiyanto, 2022; Alfiyanto et al., 2021; Alfiyanto & Hidayati, 2022; Jaelani, 2013).

It is crucial to focus on enhancing teachers' professionalism in their major tasks so that they may successfully and efficiently carry out the learning process, since instructors play a pivotal role in defining the quality of learning (Saputri, 2022; Sopian, 2016). One of the strategic steps in creating good teacher quality is through the Education supervision mechanism (Arsih, 2019). Education supervision is understood as an effort to assist peer professionals through dialogue on the study of educational problems to find alternative solutions to the problem itself (Faisal et al., 2015). This effort is seen to increase the professional ability and commitment of teachers, madrasah heads, and staff (schools), which in turn will enhance student achievement and teacher performance in order to improve the quality, relevance, efficiency, and accountability of education (Yusmadi et al., 2011). The presence of educational supervision is a necessity to ensure that the quality of learning carried out can accommodate a creative and innovative learning climate to grow and develop.

It seems that the author's earlier argument about educational supervision as a service to develop teachers' skill and professionalism has to be rethought in light of the autonomous learning curriculum. Using an autonomous learning strategy gives both students and instructors more leeway to decide how and what to study (Wahdani & Burhanuddin, 2020). This certainly gives a new emphasis to interpreting educational supervision as an effort to assist teachers in understanding the implementation of the process of freedom in the learning process. Space for freedom in Learning certainly needs to be placed carefully so that the intended freedom can encourage the courage of students to express their learning experience of themselves without losing the values of good and dignified life morality. This research will try to offer new ideas in educational supervision discourse that are contextualized in the independent learning curriculum. This is important to ensure that curriculum changes and transitions are also in tandem with the adaptive ability of teachers to translate the applied curriculum properly and correctly.

Method

This research focuses on discussing the reformulation of educational supervision through an independent learning policy. This type of research uses the library research method. The selection of this method is considered to be compatible with the organzas of this research article, which wants to provide a perspective on the implementation of educational supervision applied to the independent learning curriculum. In principle, the application of library research is carried out by collecting research data relevant to the theme of this research study, including books, journals, magazines, and other reference sources (Sudjana & Ibrahim, 2014). Data sources obtained through reference studies will be classified according to the needs of the variables discussed in this study. The data analysis technique used in this study is descriptive-analytical, where researchers clearly describe the results of data collection through literature sources and then try to analyze them in depth.

Results and Discussion

The urgency of supervision in the context of continuing education

Efforts are made to provide educational supervision services that help instructors maximise the learning process in the classroom, including overcoming challenges that may arise from the learning process (Abidin, 2019; Ramadina et al., 2023). The quality of education may be enhanced by consistently using monitoring to support instructors. This will lead to better teaching and learning, which in turn will help achieve educational objectives. The idealised aspirations of educational objectives may hopefully be realised via enhancing the teaching and learning process (Bakar, 2011). Yudhi Saparudin's research shows that the application of supervision in the academic and managerial fields can have a significant impact on the internalization process of strengthening character education in education units at each level (Saparudin, 2020). This shows that the application of educational supervision is an affirmative step to create a climate of educational environment that not only focuses on improving the quality of education formally but can also

have a moral impact that represents the educational values learned in schools (educational institutions).

Efforts to enhance learning outcomes and the quality of educational institutions (schools/madrasahs) are seen as incomplete without supervision in the educational setting. Yusmani, Jamaluddin Idris, and Nasir Usman cite Sahertian as saying that education supervision is a service that aims to enhance the quality and learning results for all parties involved in education, particularly instructors. Efforts to provide operational support to education stakeholders in an attempt to improve and develop elements of learning are at the heart of educational supervision. Research, thorough observation, and objective, in-depth evaluation in relation to the planned learning programmes should form the basis of professional help given to instructors (Yusmadi et al., 2011).

The application of educational supervision is actually intended to see and observe the educational process (Learning) in schools, which aims to identify the shortcomings and educational advantages of teachers in formulating learning materials and how the process of presenting them to students when the learning material is delivered, then providing mapping of Learning progress as well as providing input if there are errors in the formulation process and delivery of the learning material itself. Cucu Atikah then defined this, meaning that the process of educational supervision is essentially not related to just looking for the shortcomings and strengths of a teacher in the learning process, but further than that, educational supervision is actually a pedagogic map to know well and correctly how the learning process should be carried out as professionally as possible (Atikah, 2020). This process is believed to be able to direct educational supervision slowly to have an impact on improving the quality of learning processes and outcomes carried out by teachers in the classroom when interacting with students (Elismarwati, 2018). The author argues that the importance of educational supervision is ultimately an effort to contextualize the teacher's ability to deliver learning material in accordance with the context of cognitive, affective, and psychomotor development of students they face in the classroom.

The term supervision has historically emerged around the last 30 years. Educational supervision used to be carried out in the form of inspection, examination, supervision, or discernment. In the context of schools as an educational organization, supervision can be attached as part of the administrative / management functions of education, namely the assessment and evaluation stage. Finally, supervision aims to supplement the school's management duties by evaluating the efficacy of all actions pertaining to the attainment of educational objectives. Through the application of educational supervision, it is expected to provide productive input to build quality education. Supervision of education is seen as having a direct impact on maximizing teaching and learning programs so that the learning process can represent the responsibility of education that continues to grow and develop as much as possible. Supervisors are responsible for efforts to create better quality learning conditions, both in the form of academic and non-academic aspects (Hanafiah, 2017).

The task of a supervisor is to help, encourage and give confidence to teachers that the learning process is not static but, on the contrary, dynamic so that, in fact, the learning process provided as much as possible always experiences changes and developments, so that the role of supervision in the most basic meaning is an effort to reposition the meaning of education as an effort To educate the nation's life sustainably. This is fully realized because education is an effort to prepare for the future based on material past experiences, so the role of supervision actually seeks to bridge the articulation of the past material based on future needs that students will face in the process of growth and development to become perfect and complete adult humans (Lauma & Pido, 2019).

Education always entrusts a dynamic and growing evolutionary cycle, and this is certainly influenced by various factors, including the reason that education is intended to answer current challenges that continue to grow into challenges in the future. Thus, the paradigm of educational supervision is not essential to question the truth or error of teachers. Still, it is rather an effort to

encourage and, at the same time, convince that every teacher must continue to grow and develop creatively and innovatively so that there is a synchronization of the cognitive nature of teachers with students in seeing and interpreting the content of the material being taught. As explained by Abu Bakar, supervision aims to train teachers to be creative in formulating learning materials given to students in the learning process (Bakar, 2011). This view shows that the position of supervision has logical consequences to create a learning climate that is relevant to current issues that are in accordance with the cognitive, affective, and psychomotor development needs of students.

The author's various descriptions above essentially attempt to argue that supervision is always upheld on the principle of humanistic coaching and is always open to developing social realities. Coaching efforts show that supervision rewards the teacher's flexibility in explaining/providing information about the knowledge they teach. So, the aspect of humanism has always been one of the elements that are seriously considered in a sense: Provide a lively space to articulate the material to students in the learning process. This confirms that supervision is actually not a separate part; on the contrary, it is always integral in every educational process (Yusmadi et al., 2011). One of the fundamental considerations in supervision is the ability of supervisors to diagnose teacher teaching abilities and student learning abilities because the quality of education cannot be built from the teacher's aspect (as the subconscious of educational supervision so far) but also needs to consider the learning ability of students. Supervision will only find simultaneous momentum if it successfully solves teacher and student problems in the teaching and learning process at school.

Teacher and Student Relations in the Era of Independent Learning

The independent learning program is a new education application initiated by the Ministry of Education, which believes that good education can liberate the learning climate both for teachers and (moreover) for students as much as possible. Nadiem Makarim, as Minister of Education, believes that the quality of education needs and must begin with concern to place students as living subjects so that the educational process is not interpreted as an effort to add self-knowledge but rather a process of self-discovery (self-introduction) to explore the potential, interests, and talents of students themselves. So, the essence of education should relate to self-liberation efforts to find complete self-internalization. According to Masni, as quoted by Aam Amaliyah and Azwar Rahmat, explained that the role of educational institutions is to reveal and develop the potential of each student, therefore in the process of coaching and evaluating students, ideally using an individual approach and not general (Amaliyah & Rahmat, 2021). This shows that educational work is actually related to the process of "discovering" one's potential and thinking about how efforts should be made to develop it (student potential) so as not just to move students into a certain idealized / desired profile.

Findings from the 2019 Programme for International Students Assessment (PISA) indicate that Indonesian students rank 72nd out of 77 in reading quality, 72nd out of 78 in mathematics score index, and 70th out of 78 in science (Kurnia, 2019) (Kurnia, 2019). The measure of the quality of education mentioned above is based on the literacy, science, and numeracy skills of students. Responding to the PISA results above, the direction of the Indonesian education map in 2022 will be carried out as a fundamental update in the field of curriculum through the concept of independent Learning. The concept of independent Learning focuses on the results of the evaluation, which includes literacy, numeracy, and student character surveys. Literacy skills not only concern the ability to read but also, consequently, the ability to analyze the reading message/meaning of the concept read. While numeracy ability talks about the skill of applying numerical concepts in real life that are simulated and experienced by students in their daily lives. At the same time, the character survey is related to efforts to internalize universal noble values regarding the personality of students, goodness, moral values, religion, and Pancasila (Mustaghfiroh, 2020).

The essence of the concept of independent Learning is to strive to create an educational climate that can represent the freedom of teachers in exploring learning materials, including, in this case, the use of learning methods/models/approaches that are considered to contribute to the achievement of the learning objectives themselves, this is also seen as being able to have a more humane impact on students in achieving maximum self-actualization safety, this is because students feel free and unfettered in the learning process (Mustaghfiroh, 2020). The freedom of students is the most important thing in the concept of independent Learning. The freedom of students is not interpreted as absolute freedom, but rather the flexibility of students in learning, where the orientation of the learning process is not placed on the teacher as a source of Learning, but the orientation of learning lies with the student as the subject of Learning.

The growth of self-directed learning as a field of study in the field of education is seen as a response to the need to modernise both the system and the teaching techniques in light of the changing educational landscape brought about by the Fourth Industrial Revolution. Students, and more especially their mastery of modern literacy, are the primary focus of the education system and learning methodologies in this age of the Fourth Industrial Revolution. Literacy in data, literacy in technology, and literacy in humans make up the new literacy. If Indonesia is serious about fostering future generations of high-caliber human resources, it must ensure that its citizens are fluent in all three types of literacy. Not only does the autonomous learning education system help children become more literate in these three areas, but it also continues to instill in them values like integrity, faith, persistence, responsibility, justice, discipline, tolerance, and many more (Yamin & Syahrir, 2020).

The aspirational goals of Indonesian education—the development of students' critical thinking, problem-solving, creative, innovative, communication, and teamwork abilities—are to be realised through the acquisition of proficiency in all three forms of literacy and the strengthening of their character. Learning activities throughout the Industrial Revolution must, therefore, be ready to adapt to new circumstances and make the most of new educational possibilities. version 4.0. Because of their central role in the success or failure of the autonomous learning education system, teachers must be flexible enough to learn and use the new methods effectively. The solution lies in enhancing teachers' modern literacy skills, which includes reviving literacy-based curriculum and giving more responsibility to educators with strong digital competence. Consequently, a system of autonomous learning is well-suited to the implementation of the Blended Learning approach. The strategy integrates the best features of both traditional classroom instruction and online learning (Yamin & Syahrir, 2020).

Both instructors and students are granted a great deal of autonomy under the Independent Learning approach. What was formerly done in a traditional classroom setting will now take place in an alternative setting, outside of the traditional classroom. Because we encourage student-teacher dialogue in class, we can everyone relax and enjoy learning. Instead of passively taking in the teacher's lecture, students will actively participate. Create pupils who are fearless, self-reliant, ethical, and competitive—and who don't rely only on a system of rankings—because every child is unique in their interests, abilities, and aptitudes. Augustine thinks that humanism and constructivism provide the intellectual groundwork for the idea of autonomous learning. The idea of autonomous learning, when put into practice, gives students the greatest opportunity to learn and develop in line with their inherent talents, as well as how to make the most of those talents so that they may contribute to society in meaningful ways (Daga, 2020).

Freedom of Learning is actually an effort to free the imagination of students to dare to create their learning environment so that the learning nature of students in the concept of independent Learning is not limited to the formal aspects of classroom buildings, blackboards, books, chairs, laboratories, and others. But it also covers all elements in the learning space of students themselves, including how they personify their social identity in the learning process they follow. Sujarwo also mentioned the important role of freeing the thinking imagination of students in his research, that imagination is an effort and power to build a mental image of an object that has

never existed before. "Effort" implies deliberate planning, and the personal power of imagination can imply man's internal potentials, which allow him to be empowered to the fullest, thus skyrocketing and empowered. If not empowered, these potentials will not grow as strengths. Imagination is not wishful thinking or intangible dreams (Sujarwo, 2010).

Teachers and students both benefit from the independence that comes with the Independent Learning model of education. The learning system will modernise the learning paradigm by bringing it outside of the traditional classroom setting and into the real world via the idea of autonomous learning. Because students may ask questions and get answers from the instructor in class, the learning environment will be less tense. In addition to learning the content, students develop into individuals that are fearless, self-reliant, moral, and competitive—rather than depending only on a system of grades. Actually, a child's intellect and capabilities vary according to their hobbies and abilities (Wahdani & Burhanuddin, 2020).

The fact that there are diverse and diverse talents (potential-innate) of students will reinforce the role of education, which essentially does not change the knowledge of students or instil new understanding in students. Still, instead, the main role of education is to develop the innate knowledge possessed by the students themselves. This is in accordance with Sujarwo's explanation in his research that the main task of education is an effort to facilitate the development of potential and value systems owned by a person, including students (students) in their lives (Sujarwo, so that the concept of independent education in the author's understanding is the process of liberating the potential of innate knowledge possessed by students themselves so that they become individuals who have reasonable knowledge In harmony with good personality attitudes and life skills that can be useful for himself and the environment around him.

The challenge of the world of education in saving writers is not always stagnant (static). Still, on the contrary, it continues to grow and develop according to the social background that surrounds it. The phenomenon of the COVID-19 pandemic that has hit the world today actually provides lessons that mean that flexibility in carrying out the educational process must continue to be a part that needs to be carefully considered (Oktavia et al., 2021). The applied independent learning curriculum provides a solid foundation to build an adaptive and reformative educational paradigm to ensure that the most fundamental essence of education, as a process of liberating and, at the same time, humanizing humans, can continue to grow and run well.

A reformative move in the education system, independent learning places a premium on independence for both students and instructors. The learning environment will be revitalised by implementing reforms based on the idea of autonomous learning, which will take place both within and outside of the traditional classroom setting. Learning may be much more meaningful via independent learning. Generally speaking, the purpose of this programme is not to supplant the current programme; rather, it is to enhance the system that was in place in the prior curriculum. The Ministry of Culture and Education launched Independent Learning to provide a more straightforward approach to education (Sugiri & Priatmoko, 2020). Finding and developing students' potential—the basic values of learning—can be successfully and efficiently realised via this simplification approach, which strives to assist the attainment of learning goals.

Rethinking Supervision of Islamic Education in the Era of Independent Learning

The implementation of the independent learning curriculum has a broad impact on educational culture, one of which is in the aspect of educational supervision. The application of educational supervision in the independent learning curriculum requires a new approach based on educational services that liberate the learning climate of students (students). Through the policy of independent Learning, students will be challenged to explore creatively and independently the new knowledge they are or have learned. Siti Maria L. Lahidjun's statement as Head of Teachers and Education Personnel of the Gorontalo Provincial Youth Culture and Sports Education Office explained that the implementation of the independent learning curriculum requires a new supervision shorthand and emphasizes more humanization in the process of supervising/assisting

teachers in the learning process, this is because the culmination point in the independent learning curriculum is the provision of the widest possible space for students to Express the knowledge, attitudes and skills he has, in accordance with the learning experience he goes through (students) and educators (teachers) in the learning process.

In the age of the Fourth Industrial Revolution, there are nine educational trends that will be necessary, according to Peter Fisk, who was mentioned by Yamin & Syahrir: First, learning may take place anywhere and at any time. Next, personalised education. Adaptive learning technology will be used to help students learn. The third point is that students are given the freedom to choose their own learning methods. The fourth is learning via projects. The fifth is practical experience in the area. Sixth, analysing the data. Seventh, opinions that are divergent. Eighth, have students be involved. My ninth mentor. The aforementioned nine learning patterns from the period of Industrial Revolution 4.0 highlight the centrality of students as the learning process's primary agent, while instructors' responsibilities as educators revolve on mentoring initiatives rather than the learning process itself (Yamin & Syahrir, 2020).

Quality education can only be possible if the learning process is carried out / managed properly and with quality. Quality learning is Learning that pays attention to cognitive (brain), affective (attitude), and psychomotor (behavioural) aspects in a balanced and proportional manner because education is tasked with producing a superior generation with good spiritual intelligence and emotional intelligence. This is in line with the mandate of education in Law Number 20 of 2003 concerning National Education, whose main function is to develop abilities and produce superior character, as well as a dignified nation to educate the nation's life (Wahdani & Burhanuddin, 2020). Efforts to produce a superior and quality generation must be built based on the principle of learning independence for students, and students are believed to be able to develop optimally if they are given free space to shape their learning experience. Students are unlikely to gain meaningful experience if they are not the main subject in the learning process.

Rethinking educational supervision in its application requires considering the psychological condition of the educator, as well as his maturity in applying learning messages in the classroom. This is in line with what Dian Iskandar Jaelani says: that while acting as a supervisor, a principal should consider the teacher's maturity level and the challenges they're facing to choose the best course of action. Rather than being rigidly prescribed as the optimal method for every given circumstance, effective supervision takes into account each teacher's unique set of skills, interests, requirements, maturity level, and character traits. All of these things need to be seriously considered to implement the educational supervision process (Jaelani, 2013). The main core of the educational supervision process that the author argues in this study is that supervision is not intended to see teacher mistakes in the learning process or explain how to help educators provide interesting explanations for students. Furthermore, educational supervision is intended to provide an interactive meeting point space for teachers to understand the diversity of student learning characteristics.

The overarching goal of supervision is to help staff and instructors become better at what they do by offering them advice and support that will help them do their jobs better and enhance student learning. From an operational standpoint, there are a number of specific goals that educational supervision might strive towards, including: The first step is to raise the bar for educator effectiveness. Second, it helps educators grasp why we educate and how their classrooms fit into that bigger picture. Thirdly, it improves educators' vision, which in turn helps them comprehend their pupils' situations and requirements. As a fourth point, make sure everyone is on the same page by building strong teams of instructors that work closely together, are cordial, and respect one another. Fifth, raising the bar for educational quality, which in turn raises the bar for student accomplishment. Sixth, enhance the skills, tactics, and instruments used by educators to improve the quality of student learning (Atikah, 2020).

The educational trend in the age of the Fourth Industrial Revolution requires the system's and its teachers' continued growth of self-directed learning. The education system, and more

especially learning techniques, have significant goals to accomplish in this age of the Fourth Industrial Revolution. Success in education depends on pupils being able to do the following: think critically and solve issues; be creative and imaginative; communicate and work well with others; and possess strong character. Learning activities in the 4.0 Industrial Revolution must, therefore, be designed to overcome obstacles and make the most of educational possibilities (Ahmad et al., 2021). The characteristics of multi-variant and open Learning, as well as the characteristics of learning in the era of the Industrial Revolution 4.0, must be correlated to three important aspects in educational supervision activities, namely: *First*, the development of student competencies. *Second*, optimization of academic services of students in the classroom. *Third*, school leadership and management (Yusmadi et al., 2011). Efforts to implement educational supervision must focus on the balance of educators and students. Namely, educators must be able to find/identify the learning styles of students, as well as be able to direct these potentials so that they can develop into competencies that are in accordance with the talents and interests of the students themselves.

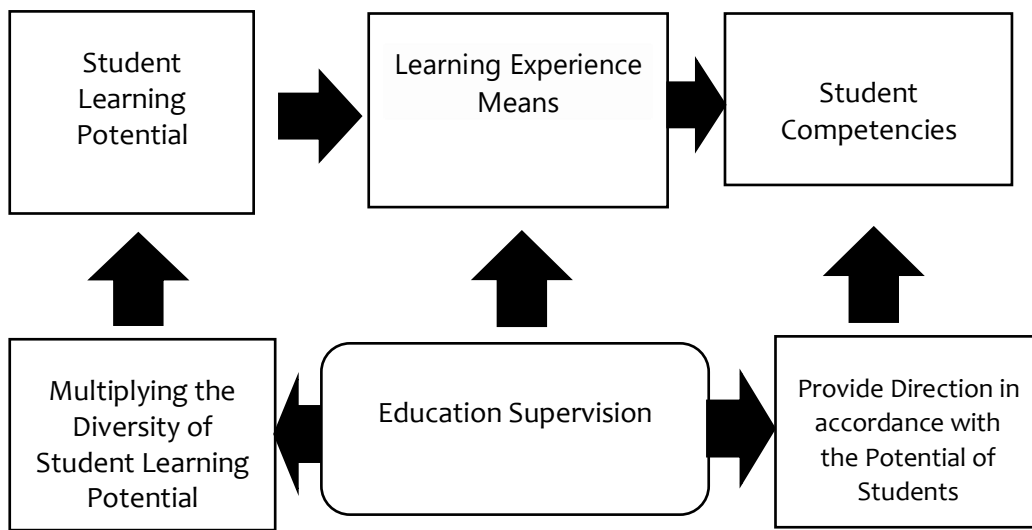


Figure 1. Education Supervision Scheme in the Independent Learning Era

Students' and educators' right to free thinking is central to the concept of freedom of learning. Teachers and students alike will be able to more easily and joyfully explore the environment's information, attitudes, and abilities via Freedom of Learning, which will promote the development of a free spirit character. Students may gain self-confidence, develop their abilities, and adapt to their community more readily when they are allowed more freedom to study and grow in an atmosphere that fosters care for the learning space. As a result, students' needs and the requirements of education in the modern day are highly related to the presence of autonomous learning (Daga, 2021). According to the author, in the application of educational supervision in the era of independent Learning, there is no standard formulation. Still, on the contrary, the learning/coaching supervision given to educators is very dynamic and flexible. Hence, the supervision model that tends to be used is collaborative supervision, clinical supervision, collegial supervision, supervision of class visits (supervisory visits to the classroom), and informal supervision. Some of these approach items show that the effectiveness of coaching educators through the supervision process tends to be more relevant using the principle of flexibility in answering problems caused/found when the learning process is carried out (Jaelani, 2013). This is to affirm that the role of educational supervision remains relevant as a form of affirmation service for teachers so that they are able to position themselves to exist in accordance with the needs and learning challenges of each generation that always grows and develops dynamically.

Conclusion

Educational supervision is a form of assistance services to educators to be able to provide a good and quality learning process. Every student always has a uniqueness in the learning process, which tends to be varied and always dynamic. The portrait of independent learning education emphasizes that the presence of teachers is actually not the centre of Learning. Still, students must actually play an important role in finding diversity in the learning process. The task of the teacher is to ensure that the path to success in the learning process can be properly facilitated. The presence of educational supervision in the context of independent Learning needs to be reconsidered. In principle, educational supervision is not only interpreted as a symbolic activity based on quantitative numbers on student learning outcomes or just administrative motoring for the implementation of Learning in the classroom, but furthermore, supervision must prioritize affirmative efforts for educators in carrying out meaningful Learning effectively and efficiently. Therefore, an inclusive approach needs to be implemented in building a paradigm of vision that liberates and humanizes educators.

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