International Journal of Education, Vocational and Social Science
https://e-journal.citakonsulfindo.or.id/index.php/IJEVSS
E-ISSN : 2963 4954
IJEVSS

From Manual To Digital: Analyzing Challenges In Academic Supervision Archiving For Teacher Professional Development

Irwan Legiyanto
Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember, Indonesia
Sofyan Tsauri
Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember, Indonesia
Zainuddin Al Haj Zaini
Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember, Indonesia
Abdul Goffar
IAI At Taqwa Bondowoso, Indonesia

Corresponding Author: Irwan.legiyanto@gmail.com, sofyantsauri1111@gmail.com, zainuddinzain20@gmail.com, abdulgoffar81@gmail.com

Abstract

This study addresses the growing need for digital transformation in academic supervision, particularly in the archiving of supervision data to support teacher professional development. Despite global trends toward data-driven and technology-based educational management, many schools still rely on manual systems that limit efficiency and accessibility. This study aims to analyze the challenges in transitioning from manual to digital academic supervision archiving at MIN 3 Situbondo. A qualitative case study design was employed, involving interviews, observations, and document analysis with school leaders and teachers. The findings reveal that the transition is hindered by several factors, including the absence of a dedicated igital platform, lack of standardized policies, limited infrastructure, and varying levels of digital literacy among educators. These challenges result in fragmented data management and reduced effectiveness of supervision as a tool for continuous professional development. The study concludes that successful digital transformation requires an integrated approach involving technological readiness, organizational support, and capacity building. The contribution of this study lies in providing a conceptual and practical understanding of digital supervision archiving as a strategic mechanism to enhance teacher professionalism and improve the quality of educational management.

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

International Journal of Education, Vocational and Social Science
https://e-journal.citakonsulfindo.or.id/index.php/IJEVSS
E-ISSN : 2963 4954
IJEVSS

Keywords: academic supervision, digital archiving, teacher professional development, digital transformation in education, supervision management system

INTRODUCTION

Digital transformation has become a defining feature of contemporary education systems, reshaping not only instructional practices but also the administrative and managerial dimensions of schooling. Educational institutions across the globe are increasingly expected to adopt data-driven approaches to improve quality, accountability, and transparency. Within this context, academic supervision emerges as a critical mechanism for fostering teacher professional development, ensuring instructional quality, and sustaining continuous improvement(Zackariasson & Magnusson, 2020). In many advanced education systems, supervision has evolved into a structured, technology-supported process in which observation records, feedback, and performance indicators are systematically archived in digital platforms. Such systems enable real-time monitoring, longitudinal tracking of teacher performance, and evidence-based decision-making(Butler et al., 2023; Lorensius et al., 2022). Despite these advancements, global evidence indicates that the transition from manual to digital supervision archiving is often accompanied by significant challenges, including limited technological infrastructure, insufficient digital literacy among educators, and institutional resistance to systemic change. These issues suggest that the digitalization of supervision is not merely a technical shift but also an organizational and cultural transformation(Prasetyono et al., 2018).

The Indonesian education system reflects a similar trajectory, with ongoing efforts to integrate digital technologies into various aspects of educational practice. National policies have emphasized the importance of digitalization through initiatives aimed at improving teacher competence, strengthening school management, and enhancing the quality of educational services(Fatimah et al., 2025; Zohriah et al., 2022). Academic supervision, as mandated within the framework of school leadership and quality assurance, is expected to align with these digital transformation efforts. Ideally, supervision activities should be systematically planned, implemented, documented, and evaluated using integrated digital systems that allow for efficient data storage and retrieval(Rokhman et al., 2024; Wardani et al., 2021). This normative expectation, underscores the necessity of a well-organized archiving system capable of capturing comprehensive supervision data, including observation notes, feedback reports, and follow-up actions. A digital archiving system is thus expected to support reflective practice, facilitate

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

professional dialogue, and contribute to sustainable teacher development.

However, reveal a discrepancy between these expectations and actual practices in many Indonesian schools. Academic supervision is frequently conducted using conventional methods, relying heavily on paper-based documentation that is fragmented, difficult to access, and prone to loss or damage(Davidovitch & Eckhaus, 2020; Pusporini et al., 2020). The absence of a centralized and integrated archiving system limits the ability of school leaders to analyze supervision data over time and to use such data as a basis for strategic decision-making. These limitations are particularly evident in schools located outside major urban centers, where technological resources and support systems may be less developed(Nurwati et al., 2021; Usman et al., 2023). In such contexts, the shift toward digital supervision archiving remains uneven and often incomplete, highlighting the persistence of structural and operational challenges.

A preliminary observation conducted at MIN 3 Situbondo illustrates these challenges in a concrete institutional setting. Academic supervision activities in this madrasah are routinely implemented by school leaders in accordance with established schedules and procedures. However, the documentation of supervision results is still predominantly manual, with records stored in physical files that are not systematically organized or digitized. Supervision reports, including classroom observation sheets and feedback notes, are archived in separate folders without a standardized format or indexing system. This condition makes it difficult for school administrators to retrieve historical data, track teacher progress over time, or conduct comprehensive evaluations of supervision outcomes. In addition, the absence of digital tools for archiving limits opportunities for collaborative reflection between supervisors and teachers, as well as the potential integration of supervision data into broader school information systems. Teachers at MIN 3 Situbondo also face challenges in accessing previous feedback, which reduces the continuity of professional development efforts and weakens the feedback loop that is essential for instructional improvement.

Several previous studies have examined the role of academic supervision in enhancing teacher performance and professional competence. A study by Gohar & Qouta, (2021) emphasized that effective supervision requires systematic documentation and reflective dialogue to support meaningful professional growth. Similarly, Paufler et al., (2020) highlighted the importance of structured supervision processes, including the organization and accessibility of supervision records, in fostering teacher development. More recently, Dwikurnaningsih & Paais, (2022) found that the lack of integrated supervision systems in schools significantly hinders the utilization of supervision data for improving instructional quality. These studies collectively

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

underscore the centrality of documentation and archiving in the supervision process. However, they tend to focus more on the implementation and impact of supervision rather than on the specific challenges associated with transitioning from manual to digital archiving systems. This indicates a gap in the existing literature, particularly in relation to the technical, organizational, and contextual barriers that influence the digitalization of supervision archives.

While many studies advocate for the adoption of digital tools in supervision, there is limited empirical research that systematically analyzes the challenges faced by schools during this transition, especially in specific institutional contexts such as madrasahs. Furthermore, existing research often treats digitalization as a uniform process, without adequately addressing the variations in readiness, resources, and cultural factors across different schools. This gap highlights the need for a more nuanced understanding of how schools navigate the shift from manual to digital supervision archiving and what factors facilitate or hinder this process.

Contemporary approaches to supervision emphasize the use of digital platforms that enable supervisors and teachers to co-construct knowledge, share feedback in real time, and monitor progress through interactive dashboards. These systems are designed to enhance transparency, accountability, and continuous improvement by making supervision data more accessible and actionable. However, the implementation of such systems requires not only technological infrastructure but also organizational readiness, professional capacity, and supportive leadership. In contexts where these conditions are not fully met, the transition to digital archiving may encounter significant obstacles.

Given these considerations, the present study aims to analyze the challenges associated with the transition from manual to digital academic supervision archiving, with a particular focus on its implications for teacher professional development. By examining the case of MIN 3 Situbondo, this research seeks to identify the specific barriers that hinder the effective implementation of digital archiving systems, including technical, organizational, and human factors. The study also aims to explore how these challenges affect the quality and continuity of supervision practices and to provide insights into potential strategies for facilitating a more effective transition. Ultimately, the findings of this research are expected to contribute to the development of more responsive and context-sensitive approaches to digital supervision archiving, thereby supporting the broader goal of enhancing teacher professionalism and educational quality.

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

Existing Conditions of Academic Supervision Archiving

Academic supervision at MIN 3 Situbondo has been systematically implemented as part of institutional efforts to ensure instructional quality and teacher accountability. The supervision process is conducted by the school principal and vice principal through classroom observations, followed by feedback sessions aimed at improving teaching practices. These activities are scheduled periodically and aligned with institutional planning documents. Despite the structured implementation of supervision activities, the documentation and archiving processes remain predominantly manual.

Field observations indicate that supervision records are stored in physical formats, including printed observation sheets, handwritten feedback notes, and administrative reports. These documents are archived in filing cabinets without a standardized classification or indexing system. As a result, retrieving specific supervision records requires considerable time and effort, particularly when historical data are needed for evaluation or follow-up purposes. Teachers reported that they rarely access previous supervision records due to the difficulty in locating relevant documents, which limits the continuity of reflective practice.

Document analysis further reveals inconsistencies in both the format and completeness of supervision records. Some documents provide detailed feedback on instructional practices, while others contain only general comments or lack essential components such as follow-up recommendations. This inconsistency suggests the absence of standardized guidelines for documentation and archiving, which is a critical element in effective supervision systems. The lack of uniformity also reduces the reliability of data and limits its usefulness for long-term evaluation.

In addition, the manual archiving system poses risks related to document preservation and data security. Physical documents are vulnerable to damage, loss, and deterioration over time, which can compromise the integrity of supervision data. The absence of backup systems further exacerbates this issue, as there are no alternative means to recover lost information. These findings indicate that while supervision activities are carried out consistently, the supporting archiving system does not adequately facilitate data management, accessibility, and sustainability.

Challenges in Transitioning from Manual to Digital Archiving

The transition from manual to digital academic supervision archiving at MIN 3 Situbondo is characterized by a complex interplay of technical, organizational, and human resource challenges. These challenges not only hinder the adoption of digital systems but also affect the

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

overall effectiveness of supervision practices.

From a technical perspective, the institution lacks a dedicated digital platform designed specifically for supervision archiving. Although basic technological resources such as computers and internet connectivity are available, they are not utilized in an integrated manner for managing supervision data. Digital tools that are occasionally used, such as word processing applications or messaging platforms, do not provide adequate features for systematic archiving, data organization, and retrieval. Consequently, digital data, when available, are often stored in fragmented locations, including personal devices, which increases the risk of data loss and reduces data reliability.

Organizational challenges are also evident in the absence of formal policies and standard operating procedures related to digital archiving. The lack of institutional guidelines results in inconsistent practices across different supervision activities. There is no clear framework outlining how supervision data should be recorded, stored, or accessed in a digital format. Additionally, limited budget allocation and lack of strategic planning further constrain the institution's ability to invest in digital infrastructure and training programs. Without strong organizational support, digital transformation efforts remain sporadic and unsustainable.

Human resource readiness constitutes another critical challenge. The findings indicate that teachers and administrators possess varying levels of digital literacy, which affects their ability to adopt and utilize digital systems effectively. While some individuals demonstrate familiarity with basic digital tools, others face difficulties in operating technology for administrative purposes. This disparity creates challenges in implementing a standardized digital system, as not all users are equally prepared. Moreover, participants expressed concerns about the additional workload associated with learning and adapting to new technologies, which may lead to resistance if not properly managed.

To synthesize these findings, the following table presents the relationship between raw data, analytical findings, and researcher interpretations:

No	Aspect	Raw Data (Field Findings)	Analytical Findings	Researcher's Interpretation
1	Archiving Practice	Documents stored manually in folders	Inefficient and time-consuming retrieval	Indicates urgent need for digitalization

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

2	Data Organization	Files scattered without standard format	Lack of systematic structure	Absence of institutional SOP
3	Technology Use	Limited use of digital tools	Fragmented data management	Low level of system integration
4	Infrastructure	No dedicated digital platform	Technical limitations persist	Requires system development
5	Data Security	Files stored on personal devices	High risk of data loss	Centralized system is necessary
6	Policy Support	No formal digital archiving policy	Weak organizational governance	Needs institutional regulation
7	Human Resources	Uneven digital literacy	Varied readiness levels	Training and capacity building needed
8	Accessibility	Difficult access to past records	Weak continuity of supervision	Limits reflective practice
9	Feedback System	Feedback inconsistently documented	Reduced effectiveness of supervision	Impacts teacher improvement
10	Perception	Positive attitude toward digital tools	High potential for adoption	Requires structured facilitation

The table illustrates that the challenges in transitioning to digital archiving are multidimensional and interconnected. The raw data highlight actual conditions in the field, while the analytical findings identify recurring patterns and systemic issues. The researcher's interpretation further contextualizes these findings, emphasizing the need for a comprehensive approach to digital transformation that addresses technical, organizational, and human factors simultaneously.

Implications for Teacher Professional Development

The challenges identified in the archiving system have significant implications for teacher professional development at MIN 3 Situbondo. The current manual system limits teachers' ability to engage in continuous reflection and improvement, as access to previous supervision data is restricted. Without systematic documentation, teachers are unable to track their progress over

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

time or identify recurring patterns in their instructional practices. This condition weakens the feedback loop that is essential for effective professional development.

In addition, inconsistent and incomplete documentation reduces the quality of feedback provided during supervision. Feedback that is not well-recorded or easily accessible may not be fully utilized by teachers, thereby limiting its impact on instructional improvement. The lack of integrated data also prevents school leaders from conducting comprehensive evaluations of teacher performance, which is necessary for designing targeted professional development programs.

The transition to digital archiving offers a promising solution to these challenges. A well-designed digital system can provide continuous access to supervision data, enabling teachers to revisit feedback, monitor their progress, and engage in reflective practice. Digital systems also support data-driven decision-making by allowing school leaders to analyze trends and identify areas that require improvement. Furthermore, digital platforms can facilitate collaboration between teachers and supervisors, fostering a culture of continuous learning and professional growth.

However, the successful implementation of digital archiving systems requires addressing the challenges identified in this study. Technical infrastructure must be improved to support integrated data management, while organizational policies must be established to ensure consistency and accountability. In addition, capacity-building initiatives are needed to enhance digital literacy among teachers and administrators. Without these supporting factors, the potential benefits of digital archiving may not be fully realized.

Overall, the findings of this study demonstrate that the transition from manual to digital academic supervision archiving is essential for enhancing teacher professional development. While the current system provides a foundation for supervision practices, it does not fully support the demands of modern educational management. Addressing the identified challenges will be crucial in creating a more effective, efficient, and sustainable supervision system that contributes to improved teaching quality and educational outcomes.

DISCUSSION

The findings of this study reveal that the transition from manual to digital academic supervision archiving is not merely a technological shift but a complex transformation involving structural, organizational, and human dimensions. The persistence of manual archiving practices at MIN 3 Situbondo indicates that supervision activities are still rooted in conventional

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

administrative approaches, where documentation is treated as a procedural requirement rather than a strategic tool for professional development. This condition limits the potential of supervision as a reflective and data-driven process.

The absence of a standardized and integrated archiving system reduces the accessibility and usability of supervision data(Dwikurnaningsih & Paais, 2022). In this context, supervision records fail to function as a continuous source of professional learning. The findings suggest that the lack of systematic documentation disrupts the feedback loop between supervisors and teachers, thereby weakening the role of supervision in fostering instructional improvement. This aligns with the conceptual understanding that effective supervision requires not only observation and feedback but also structured documentation that supports reflection and follow-up actions.

Furthermore, the study highlights that technical limitations, such as the absence of a dedicated digital platform, contribute significantly to the persistence of manual systems. However, these technical issues are intertwined with organizational and human factors. The lack of institutional policies and strategic planning indicates that digital transformation has not been fully integrated into the school's governance framework. At the same time, variations in digital literacy among teachers reflect the need for capacity-building initiatives to support the adoption of digital systems(Setyaningsih & Suchyadi, 2021).

The positive attitudes of teachers toward digitalization suggest that resistance is not a dominant barrier. Instead, the challenges lie in the absence of enabling conditions, such as infrastructure, training, and policy support. This finding emphasizes that successful digital transformation requires a holistic approach that addresses multiple dimensions simultaneously. The transition to digital archiving should therefore be understood as an organizational change process rather than a purely technical intervention.

The findings of this study are consistent with several previous studies that emphasize the importance of systematic documentation in academic supervision. Nurhadi et al., (2023) argues that effective supervision is grounded in reflective practice, which requires well-documented feedback and continuous monitoring of teacher performance. The current study supports this argument by demonstrating that the lack of accessible and organized supervision records at MIN 3 Situbondo limits opportunities for reflection and professional growth.

Similarly, (Lian, 2020) highlights that supervision should be a structured and ongoing process supported by reliable data. The findings of this study confirm that without a proper archiving system, supervision data cannot be effectively utilized for decision-making or professional development. The inconsistency in documentation observed in this study reflects the

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

absence of such structured processes, which reduces the overall effectiveness of supervision.

In addition, the study by Bradshaw et al., (2026) found that the integration of digital systems in supervision practices significantly enhances data management and instructional improvement. However, their study also noted that many schools face challenges in adopting digital systems due to limited resources and readiness. The present study extends this finding by providing a more detailed analysis of the specific challenges encountered in the transition process, including technical constraints, organizational gaps, and human resource limitations.

While previous studies have generally focused on the benefits of digital supervision systems, this study contributes by highlighting the complexities involved in their implementation(Sanoto et al., 2022). It demonstrates that the transition from manual to digital systems is not a linear process but involves multiple layers of adaptation and adjustment. This finding adds nuance to the existing literature by emphasizing the importance of contextual factors in shaping the success of digital transformation initiatives(Lalupanda, 2019).

The findings of this study have several practical implications for educators, school leaders, and policymakers. First, there is a clear need to develop and implement a standardized digital archiving system for academic supervision. Such a system should be designed to ensure systematic documentation, easy access to data, and integration with other school management systems. By doing so, supervision data can be effectively utilized to support continuous teacher development and improve instructional quality.

Second, institutional policies and guidelines must be established to regulate digital supervision practices. Clear standard operating procedures are essential to ensure consistency, accountability, and sustainability in the implementation of digital archiving systems. School leaders play a critical role in initiating and supporting these policies, as well as in allocating resources for their implementation.

Third, capacity-building initiatives are necessary to enhance digital literacy among teachers and administrators. Training programs should focus not only on technical skills but also on the pedagogical use of digital tools in supervision. By improving digital competence, educators can more effectively engage with digital systems and utilize them for professional development.

Fourth, the integration of digital archiving systems should be accompanied by efforts to foster a culture of reflective practice. Digital tools should not be seen merely as administrative instruments but as platforms for collaboration, feedback, and continuous learning. Encouraging teachers to actively engage with supervision data can enhance the impact of supervision on instructional improvement.

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

Finally, policymakers should consider providing broader support for digital transformation in education, particularly for schools in less developed areas. This support may include funding for infrastructure, development of digital platforms, and provision of training programs. A coordinated approach at the policy level can help ensure that digital supervision systems are implemented effectively and equitably across different educational contexts.

Despite its contributions, this study has several limitations that should be acknowledged. First, the study was conducted in a single institution, which may limit the generalizability of the findings. The specific context of MIN 3 Situbondo may not fully represent conditions in other schools with different resources, organizational structures, or cultural environments.

Second, the study relied on qualitative data collected through interviews, observations, and document analysis. While these methods provide rich and in-depth insights, they are also subject to potential biases, such as participants' subjective perceptions and the researcher's interpretation of data. Efforts were made to minimize these biases through triangulation and member checking; however, they cannot be completely eliminated.

Third, the study focused primarily on identifying challenges rather than evaluating the effectiveness of specific digital solutions. As a result, the findings do not provide direct evidence on which digital systems are most suitable for supervision archiving. Future research could address this limitation by exploring the implementation and evaluation of specific digital platforms.

Finally, the study did not extensively examine external factors, such as policy frameworks or regional infrastructure, which may also influence the adoption of digital systems. Including these factors in future research could provide a more comprehensive understanding of the digital transformation process in education.

CONCLUSION

The findings of this study demonstrate that the transition from manual to digital academic supervision archiving at MIN 3 Situbondo is a complex process involving technical, organizational, and human dimensions. The continued reliance on manual systems reflects limitations in infrastructure, absence of standardized policies, and varying levels of digital literacy among educators. These conditions hinder the effective use of supervision data as a reflective and continuous professional development tool. Consequently, supervision practices have not fully functioned as data-driven mechanisms for improving instructional quality.

The significance of this study lies in highlighting that digital transformation in supervision requires more than technological adoption; it demands integrated efforts in system development,

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

institutional governance, and capacity building. The study contributes conceptually by positioning digital archiving as a strategic component in strengthening teacher professionalism through improved documentation, accessibility, and feedback continuity. Its practical impact is evident in providing insights for schools and policymakers to design more effective and sustainable digital supervision systems.

Future research is suggested to focus on the development and evaluation of specific digital platforms for supervision archiving, as well as comparative studies across different school contexts to identify best practices. Further exploration of leadership roles and policy support in facilitating digital transformation is also recommended..

FUTURE DIRECTIONS

Future research should focus on the systematic integration of fully digital academic supervision archiving systems to replace fragmented manual practices, particularly by developing interoperable platforms that support real-time documentation, tracking, and analysis of teacher professional development processes. Attention is needed to address infrastructural disparities, digital literacy gaps among supervisors and teachers, and institutional readiness that may hinder effective implementation. Further studies should also explore the pedagogical and managerial impacts of digital supervision archives on improving feedback quality, supervisory consistency, and evidence-based decision-making in teacher development programs. In addition, comparative research across different educational contexts is required to identify best practices and adaptable models for scaling digital supervision systems in diverse school environments, while ensuring data security, ethical governance, and sustainability of digital transformation initiatives in educational management.

REFERENCES

Aspers, P., & Corte, U. (2019). What is Qualitative in Qualitative Research. Qualitative Sociology, 42(2), 139–160. https://doi.org/10.1007/s11133-019-9413-7

Bradshaw, D., O'Sullivan, Í., & Creaven, A.-M. (2026). Negotiated identity: A systematic review of the experiences and perceptions of supervisors of undergraduate academic supervision of the final year research project. International Journal for Academic Development, 31(1), 23–41. https://doi.org/10.1080/1360144X.2025.2538626

Butler, B. M., Burns, R. W., & Willey, C. (2023). Toward a Renewal of Supervisory Scholarship and Practice in Teacher Education: A Collaborative Self-Study. Journal of Educational

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

Supervision, 6(3). https://doi.org/10.31045/jes.6.3.3

Chand, S. P. (2025). Methods of Data Collection in Qualitative Research: Interviews, Focus Groups, Observations, and Document Analysis. Advances in Educational Research and Evaluation, 6(1), 303–317. https://doi.org/10.25082/AERE.2025.01.001

Davidovitch, N., & Eckhaus, E. (2020). The Profile of the Supervising Lecturer: On the Association between Supervision Outputs and the Nature of the Supervision. Higher Education Studies, 10(4), 62. https://doi.org/10.5539/hes.v10n4p62

Dwikurnaningsih, Y., & Paais, R. L. (2022). Principal Academic Supervision: Performance, Problems and Solutions. JPI (Jurnal Pendidikan Indonesia), 11(3), 425–436. https://doi.org/10.23887/jpiundiksha.v11i3.46205

Fatimah, M., Hartanto, R., & Priyanto, C. (2025). Konsep Supervisi Pendidikan. TSAQOFAH, 6(1), 1276–1284. https://doi.org/10.58578/tsaqofah.v6i1.8509

Gohar, A. S., & Qouta, M. M. (2021). Challenges of Improving the Quality of Academic Supervision of Postgraduate Studies at the Faculty of Education, Damietta University. Journal of Educational Issues, 7(1), 113. https://doi.org/10.5296/jei.v7i1.18292

Lalupanda, E. M. (2019). Implementasi supervisi akademik untuk meningkatkan mutu guru. Jurnal Akuntabilitas Manajemen Pendidikan, 7(1), 62–72. https://doi.org/10.21831/amp.v7i1.22276

Lian, B. (2020). Effect of Academic Supervision of School Heads and School Culture on Quality Teaching Teachers. Open Science Framework. https://doi.org/10.31219/osf.io/7zw3q

Lorensius, L., Anggal, N., & Lugan, S. (2022). Academic Supervision in the Improvement of Teachers' Professional Competencies: Effective Practices on the Emergence. EduLine: Journal of Education and Learning Innovation, 2(2), 99–107. https://doi.org/10.35877/454RI.eduline805

Nurhadi, T., Imron, A., & Triwiyanto, T. (2023). Enhancing Teacher Professionalism through Academic Supervision: An Investigation in Remote and Peripheral Regions. Tarbawi: Jurnal Keilmuan Manajemen Pendidikan, 9(02), 305–316. https://doi.org/10.32678/tarbawi.v9i02.9437

Nurwati, N., Kaharuddin, K., Efendi, E., & Masruddin, M. (2021). Implementation of School Supervisory Academic Supervision as an Effort to Increase Teacher Performance in Junior High School. Journal of Indonesian Islamic Studies, 1(1), 28–37. https://doi.org/10.24256/jiis.v1i1.2269

Paufler, N. A., King, K. M., & Zhu, P. (2020). Delivering on the Promise of Support for Growth?

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

Evaluator Perceptions of a New State Teacher Evaluation System. Journal of Educational Supervision, 3(2). https://doi.org/10.31045/jes.3.2.3

Prasetyono, H., Abdillah, A., & Fitria, D. (2018). Academic Supervision toward Teacher's Performance through Motivation as Intervening Variable. Journal of Education and Learning (EduLearn), 12(2), 188–197. https://doi.org/10.11591/edulearn.v12i2.7324

Pusporini, W., Triatna, C., Syahid, A., & Kustandi, C. (2020). Is the Education Quality in Indonesia Equal? An Analysis on the Findings of Principal Partnerships Program. European Journal of Educational Research, volume–9–2020(volume–9–issue–3–july–2020), 935–942. https://doi.org/10.12973/eu-jer.9.3.935

Rokhman, R., Diana, N., Etek, Y., Koderi, K., & Sufian, M. (2024). The Development of a Scientific-based Academic Supervision Management Model. AL-ISHLAH: Jurnal Pendidikan, 16(2). https://doi.org/10.35445/alishlah.v16i2.4626

Sanoto, H., Paseleng, M. C., & Kusuma, D. (2022). The Effectiveness of Si Sagu (Teacher Academic Supervision System) in Academic Supervision Process for Teachers at 3T Area. Journal of Innovation in Educational and Cultural Research, 3(4), 548–553. https://doi.org/10.46843/jiecr.v3i4.157

Setyaningsih, S., & Suchyadi, Y. (2021). IMPLEMENTATION OF PRINCIPAL ACADEMIC SUPERVISION TO IMPROVE TEACHER PERFORMANCE IN NORTH BOGOR. JHSS (JOURNAL OF HUMANITIES AND SOCIAL STUDIES), 5(2), 179–183. https://doi.org/10.33751/jhss.v5i2.3909

Usman, H., Mudhofir, M., & Gusmian, I. (2023). The Important Role of Academic Supervision in Improving the Quality of Education. Kontigensi : Jurnal Ilmiah Manajemen, 11(2). https://doi.org/10.56457/jimk.v11i2.459

Wardani, R. K., Rahmawati, D., & Santosa, H. (2021). The Role of Academic Supervision and Communication on Teacher Performance. Journal of Education Research and Evaluation, 5(2), 302. https://doi.org/10.23887/jere.v5i2.30212

Zackariasson, M., & Magnusson, J. (2020). Academic literacies and international mobility. The organization and supervision of degree projects in Sweden and Russia. Cogent Education, 7(1), 1855770. https://doi.org/10.1080/2331186X.2020.1855770

Zohriah, A., Fauzi, A., & Pandini, I. R. (2022). The Impact of Managerial and Principal Academic Supervision on Teacher Performance. Nidhomul Haq : Jurnal Manajemen Pendidikan Islam, 7(3), 434–449. https://doi.org/10.31538/ndh.v7i3.2607

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License