

EFFORTS TO USE TECHNOLOGY EFFECTIVELY IN SUPPORTING THE IMPLEMENTATION OF EDUCATIONAL SUPERVISION

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Abstract

It is undeniable that the use of technology in today's era has made educators literate about technology. Of course there needs to be guidance from a supervisor so that the technology used can facilitate learning to be as effective as possible. Effective technology will help complete the task of an educator. Science and Technology (Science and Technology) requires us as educators to continue learning. If we are a little careless in learning, we will certainly be left behind by technological developments, including the students being taught. In this study, we used the type of library research research, where the sources used were from someone who had conducted a study, of course, from various journals that were used as references. This study uses a qualitative approach. The focus of learning supervision objectives is the income of learning objectives which are the responsibility of the principal and teacher. Boss positions include: Researcher, Consultant or Advocate, Provider, Motivator, Innovation Pioneer. A supervisor must have the competence to guide and motivate teachers to use technology in learning, in order to achieve effective and efficient educational goals. Teachers and other learning resources are responsible for controlling teaching activities. In this case, the classroom teacher controls students' discipline and interest in learning, while the supervisor is only responsible for guiding and motivating the teacher.

INTRODUCTION

The development of science, technology and socio-economic society can further expand the variety of approaches to teacher capacity building, Sabandi, A. (2013). Every institution or school certainly has the implementation of educational supervision both to superiors and subordinates. The importance of the evaluation is to improve performance in improving the quality and quantity of the supervised person. The more advanced era, the more developed technology requires supervisors to be able to adjust the way they supervise. Therefore, the effective use of technology is very helpful in the implementation of supervision. In addition to facilitating the educational process, this technology also saves energy and costs in the long run, but to use or operate this technology also requires expertise which can be obtained by coaching by experts so that mistakes do not occur. For teaching staff, especially teachers, expertise in operating this technology is very important to improve the quality and professionalism of a teacher in teaching.

Not only does it facilitate the way of learning, this technology is also energy efficient and cost-effective in the long run, but for using or operating technology it also requires skills that can be obtained by the method of coaching by experts so that mistakes do not occur. For teachers, especially teachers, the ability to implement this technology is very important to improve the quality and professionalism of a teacher in guiding (Adiyono, 2022). Efforts to apply learning control in schools to improve the professional competence of teachers because compared to other countries Indonesia's academic results are being very far neglected. The expected quality of learning (Adiyono, et.al, 2022) is very far from being expected. Controlling has a very significant role in learning. With the presence of control until the quality of learning can be improved. The provision of this control is useful for improving the quality of the teacher's knowledge, which in the end is for improving the results of practicing students. Improving the quality of students' training results should be carried out in a sustainable manner by observing the progress of scientific insight, technology, and social and community (Novita, D. 2019).

Educational information technology is expected to make a good contribution to education in Indonesia in particular, because with the proper application of educational technology it is expected to improve the quality or quality of education itself. Increasing the quality or quality of education can be measured through indicators of educational success, one of these indicators is the quality of graduates who can compete in the global era according to the field of knowledge they master. Thus, the use of information technology as a learning medium is a must for an educational institution to fulfill. Supervision information technology is a step forward to be used in realizing the effectiveness of the educational process program in a madrasah/school (Hakim, L. (2016).

RESEARCH METHOD

In this research, we use the type of literature study research where the sources used are from someone who has conducted a research, of course, from various journals that are used as references. This research uses a qualitative approach. Due to the source of data and research results in library research in the form of descriptions of words. From various literatures that are certainly relevant both in terms of scientific journals, books and other related literature. According to Hamzah in Evarinosa et al (2021) Library research is qualitative research, works at an analytical level and is emic perspectives, namely obtaining data not based on the perceptions of researchers, but based on conceptual facts and theoretical facts (Adiyono, et al: 2020).

The virtual-based supervision model is very effective and efficient, this is because a supervisor can monitor the activities of his mentored teachers not necessarily at school, without restrictions on time, place and distance. This model can provide more flexibility for teachers to convey aspirations / input related to the quality of learning without having to meet face to face with a supervisor. With virtual-based supervisors, a supervisor in one place can control many teachers in different schools. Collaboration between supervisors and teachers across different schools through online discussions is expected to produce many studies in improving the quality of learning. Virtual or internet-based supervision is very flexible to be carried out anytime and anywhere without any time limit, so it will provide flexibility for supervisors and teachers to share information.

RESULTS AND DISCUSSION

Definition of Education Technology

Educational technology is a systematic method for planning, using, and assessing all teaching and learning activities by paying attention, both technical and human resources and the interaction between the two, so as to get a more effective form of education (Kamus Besar Bahasa Indonesia). Meanwhile, according to Yusuf (2012) educational technology is a systemic process in helping to solve learning problems. This opinion is in line with Muffoletto's opinion (in Selwyn, 2011) which states that educational technology is not about devices, machines, computers or other artifacts, but rather it is about systems and processes that lead to the desired results. From some of the above opinions, it can be said that educational technology is a system that is used to support learning so that the desired results are achieved.

Education Technology

Technology is a supporting tool that facilitates the learning process. According to Nasution (1984) educational technology is the development, application and assessment of systems, techniques and tools to improve and enhance the human learning process. Educational technology is a systematic and critical approach to education. Educational technology as a way of teaching that uses modern technical tools that are actually produced not specifically for educational purposes but can be utilized in education such as radio, film, opaque projector, over head, projector, TV, video tape recorder, computer and others.

Danim (2010) explains the term educational technology or teaching technology in general can be interpreted as the application of technology, especially communication technology, for teaching or educational activities. Thus, in general, educational technology is defined as media born from the revolution (change) of communication technology that can be used for teaching purposes in addition to teachers, books and blackboards. Based on this definition, it can be interpreted that educational technology is not just about the machines used in education, but is a process that has to do with teaching and learning activities and tools used to facilitate the teaching and learning process.

Definition of Educational Supervision

The term education is no stranger to being introduced in the world of education. Then the term supervision is an activity that refers to an improvement in an institution. Many employees who are involved in an institution feel scared when they hear that the institution will be visited by a supervisor. The assumption of the institutional community is that the supervisor is ordered by his superiors to yell and scold the employees who are active in the institution. The word "Supervision" is adopted from English "supervision" which means supervision / supervision. People who carry out supervision work are called supervisors. Supervision is as assistance and guidance to teachers in the areas of instruction, learning, and curriculum in their efforts to achieve school goals. (Syafaruddin, 2017).

Purpose of Education Supervision

The purpose of supervision is to provide services and assistance to develop teaching and learning situations carried out by teachers in the classroom (Adiyono, 2022). Thus it is clear that the purpose of supervision is to provide services and assistance to improve the quality of teaching teachers and in the classroom which in turn improves the quality of student learning. Not only to improve teaching skills but also to develop the potential quality of teachers. Academic supervision is one of the

fundamental functions (essential function) in the overall program of the Education Unit (Weingartner, 1973; Alfonso et al, 1981; and Glickman, et al; 2007). The results of academic supervision serve as a source of information for professional development of lecturers or instructors.

The objectives of academic supervision are:

1. to help lecturers or instructors develop their competence,
2. developing the curriculum,
3. developing working groups of lecturers or instructors, and guiding classroom action research (PTK) (Glickman, et al; 2007, Sergiovanni, 1987).

The Function of Educational Supervision

The functions of supervision put forward by several authors, namely:

1. According to Rifai, the supervision function consists of 7 (seven) functions, namely:
 - a. As leadership.
 - b. As an inspection.
 - c. As research.
 - d. As training and guidance.
 - e. As a resource and service.
 - f. As coordination.
 - g. As evaluation.
2. According to Ametembum, the super-vision function consists of 4 (four) types, namely:
 - a. Research.
 - b. Assessment.
 - c. Improvement.
 - d. Improvement
3. According to Pidarta, the functions of supervision can be divided (differentiated) into two major parts, namely:
 - a. The main function
It is to help schools which also represent the government in an effort to achieve educational goals, namely helping the individual development of students.
 - b. Additional function
It is to assist students in fostering teachers to work well and in making contacts with the community in order to adapt to society and spearhead the progress of the community.

Academic supervision is a series of activities to help teachers develop their ability to manage the learning process learning process to achieve learning objectives. Techniques There are two techniques of academic supervision, namely individual techniques and group techniques. Clinical supervision for lecturers or instructors arises when lecturers or instructors do not have to be supervised at the whim of the head of the Education Unit as a supervisor but at the consciousness of the lecturer or instructor. Education Unit head as a supervisor but on the awareness of the lecturer or instructor to come to the supervisor or instructor to come to the supervisor for help in overcoming their problems.

Types of Educational Supervision

1. Autocratic Type

This type of supervision usually occurs in autocratic administration and leadership models, prioritizing efforts to find fault with others, acting as an "Inspector" in charge of supervising the work of teachers. This supervision is carried out mainly to supervise, research and examine whether teachers and officers in schools have carried out all tasks ordered and determined by their superiors.

2. Laisses Faire Type

This type is the opposite of the previous type. If in inspection supervision subordinates are strictly supervised and must obey orders from superiors, in Laisses Faire supervision employees are just left to work as they wish without being given the right instructions. For example: teachers can teach as they wish.

3. Coercive Type

This type is not much different from the inspection type. It imposes its will. What it thinks is good, even though it is not suitable for the conditions or abilities of the supervised party, is still enforced. The teacher is not given the opportunity to ask why it should be so. This supervision may still be applied appropriately for initial matters. For example, supervision carried out to teachers who have just started teaching. In such a situation, if the supervisor does not act decisively, the supervised may become hesitant and even lose a definite direction.

4. Training and Guidance Type

This type is defined as providing training and guidance. The positive thing about this supervision is that teachers and administrative staff always get training and guidance from the school principal. While the negative side is the lack of confidence in teachers and employees that they are able to develop themselves without always being supervised, trained and guided by their superiors.

5. Democratic Type

In addition to democratic leadership, this type also requires special conditions and situations. Responsibilities are not only held by the leader, but are distributed or delegated to members or school members in accordance with their respective abilities and expertise.

The Role of Educational Supervision

The teacher is the key holder of whether a learning process is interesting and effective or not, therefore a teacher is not only required to be able to liven up the classroom atmosphere but also to be able to make learning a process in improving personality for students. Sulastris, S., et al (2020). Supervision activities in education include supervising and guiding educational activities with the aim of achieving better quality education, Mustaqim, M, et al (2020). Supervision is intended to improve the ability and skills of teachers in carrying out their daily basic duties, namely managing the teaching and learning process with all its supporting aspects so that it runs well, Afroni, A. (2009) (Adiyono, et.al. 2021). Professional coaching is carried out for one reason, namely to empower teachers' professional accountability which in turn improves the quality of the learning process and results (Adiyono, et.al. 2023). For this purpose, supervisors should play the following roles:

1. The researcher is a person who is required to recognize and understand teaching problems. Therefore, he needs to identify teaching problems and study the factors or causes that influence them.
2. Consultant or advisor is a person who must be able to help teachers to do better ways of managing the learning process.
3. Facilitator, a person who must endeavor to make professional resources, both material such as books and learning tools and human resources, namely resource persons, easily available to teachers. It is expected that supervisors can provide facilities for teachers in carrying out their professional duties.
4. Motivator is a person who can arouse and maintain the enthusiasm of teachers to achieve better work performance. Teachers are encouraged to practice new ideas that are considered good for improving the learning process, work with teachers (individually or in groups) to realize the desired changes, stimulate the birth of new ideas, and provide stimuli that allow renewal efforts to be implemented as well as possible.
5. Pioneers of reform should never be satisfied with the methods and results that have been achieved. A supervisor must have the initiative to make improvements, so that teachers do the same. School supervisors should not allow teachers to experience boredom in their work, because teaching is a dynamic job. Teachers need to be helped to master new skills, therefore supervisors must arrange training and development

programs by planning meetings or upgrading according to their needs, Sari, Y. K. 2020 (in Reza, M. R., & Syahrani, S. (2021)).

Implementation of Educational Supervision In Schools/Madrasas

The implementation of supervision in the field has many variations in understanding and implementing supervision. This occurs due to differences in educational backgrounds and levels of positions, differences in professional orientation, differences in goals and analyzing skills, differences in physical ability and vitality of life, differences in qualifications in the ability to lead and stand to be led, differences in psychological conditions, differences in teaching and learning experiences, and differences in professional abilities and attitudes. These differences should not be an obstacle in achieving the goals of professional supervision.

The attitude of supervisors who impose their will, pressuring teachers who paralyze the creativity of staff members needs to be changed. A corrective attitude that looks for mistakes must be replaced with a creative attitude where everyone is willing and able to develop their creativity for teaching improvement. Assessment of the implementation of supervision carried out by the principal is one way to find out the weaknesses of the implementation of coaching as well as factors that give him hope in the ease of implementing supervision. Implementation in the field of supervision still often encounters obstacles including the procurement of inappropriate supervisor candidates. Principals are supervisory officials in their respective school environments. This means that the procurement of school principals also means the procurement of supervisors.

The obligation of teachers is certainly to maximize all the skills of students with a variety of various exciting upgrading procedures and suitable for the stages of child progress, as a result sharing opportunities for students to be innovative, uncover problems, maximize literacy and numeracy skills, cooperation, and assume critically. From that exposure, it can be concluded that some solutions in the field of readiness for the energy base of people in the learning earth in Indonesia, as follows: 1. Provide descriptions or insights to all teachers to be able to utilize technology in training, guide students in using technology and facilitate the application of learning in all areas of Indonesia. 2. Providing training in nursery, mentoring, and assessment in a continuous way to teachers to create responsive, professional, and adaptive teachers. 3. Preparing teachers to be able to create innovative training, as a result can share opportunities with children to be innovative, uncover problems, maximize literacy skills, cooperation, and critical thinking(Fitriah, D., & Mirianda, Meter. U. 2019). To solve the problem of teacher challenges in technology-platformed learning, it is necessary to control

technology education that is taught by the boss to teachers so that teachers are no longer stuttering in terms of technology.

The best way to procure prospective principals or supervisors in people who are experienced teachers and have expertise as principals or supervisors. Supervision requires high creativity from the supervisor to find solutions to problems in the field. Supervisors must be observant in reading problems, analyzing, describing causal factors and things related to them, presenting thoroughly the problems faced and the steps that must be taken as effective solutions. Not many supervisors have high creativity in solving problems.

This is where the importance of supervisors increasing competence to the maximum, so that they are able to develop creative, critical, innovative and productive thinking styles. School facilities are vital to the realization of planned goals. Computer, language, physics, biology and other laboratories are very helpful for teachers in accelerating understanding and producing valuable skills for students. Complete facilities are synonymous with advanced schools, strong funding or public schools guaranteed by the government. The low quality of educational institutions will have an impact on the quality of teachers and the quality of teachers who are below the standard will have a major influence on students. A qualified supervisor is one who can provide assistance to teachers towards problem solving and improving the quality of the learning process in a systematic, sustainable and comprehensive manner.

Technology Programs to Help Teachers Complete Their Tasks

According to Rifa'i (2003) the development of science affects teaching patterns so that there is a tendency to freeze input (input) into the teaching system, on the other hand the influence of technological development with media equipment and teaching facilities, for example the existence of input standards for books, building design and school facilities, forms of blackboards, instructional media, libraries, and laboratories. With the development of teaching patterns, there are new components in the form of equipment used by teachers as a means to assist the implementation of teaching activities, better known as teaching media. The teaching pattern can be described as follows:

1. Objectives
2. Setting and Method
3. Teacher and Media
4. Students.

Based on the above, it can be concluded that the teaching we do to make students more active and achieve the expected goals. Learning is not monotonous because of the

use of technology in learning so that students will be interested and the learning delivered can be understood by students correctly (Kristiawan, M., et al., 2019). Reza, M. R., & Syahrani, S. (2021).

Education Supervision With Technology

The existence of supervision will provide its own encouragement and motivation for teachers as educators to master learning media and mastery and development of teaching materials tailored to the development of science, Anjayan, A., & Syarifah, M. H. (2022). In this day and age, various kinds of technology can be utilized in conducting supervision activities, including virtual supervision (internet). The constraints of the lack of supervisor interaction with teachers directly, the time and place for implementing supervision, which have been obstacles, will be easily resolved. The virtual-based supervision model is very effective and efficient, this is because a supervisor can monitor the activities of his mentored teachers not necessarily at school, without restrictions on time, place and distance. This model can provide more flexibility for teachers to convey aspirations / input related to the quality of learning without having to meet face to face with a supervisor.

With virtual-based supervisors, a supervisor in one place can control many teachers in different schools. Collaboration between supervisors and teachers across different schools through online discussions is expected to produce many studies in improving the quality of learning. Virtual or internet-based supervision is very flexible to be carried out anytime and anywhere without any time limit, so it will provide flexibility for supervisors and teachers to share information. Technology is a tool that facilitates the learning process. According to Nasution (1984) educational technology is the development, application of assessment systems, techniques and tools to improve and increase human learning achievement.

Educational technology as a way of teaching that uses modern tools that are not specifically for educational purposes but are utilized in education such as radios, computers, and others. Danim (2010) explains the term educational technology (educational technology) or teaching technology (instructional technology) in general can be interpreted as the application of technology, especially communication technology, for teaching and educational activities.

In general, educational technology is understood as a medium born from the revolution in communication technology that can be used with teaching purposes in addition to teachers, books and blackboards. According to Danim (2010) educational technology is relevant for the management of education in general and teaching and learning activities in particular.

1. Educational technology allows curriculum changes in both development strategies and applications.
2. Educational technology plays a full role in the implementation of the teaching and learning process, although in fact he cannot replace the teacher's position absolutely.
3. Educational technology makes the notion of learning activities broad, more than only more than just the interaction of teachers and students in a limited space and time.
4. The application of educational technology can reduce the role of teachers, although educational technology cannot replace teachers completely.
5. According to Danim (2010) the pattern of human life with technological advances has a close relationship, the most prominent container education. Some educational technology media are as follows:
 - a. Blackboard,
 - b. Bulletin Board and Display,
 - c. Photographic Images and Illustrations,
 - d. Slides and Flimstrips,
 - e. Flim,
 - f. Educational Recordings,
 - g. Educational Radio,
 - h. Educational Television,
 - i. Maps and Globes,
 - j. Textbooks,
 - k. Over Head Projector,
 - l. Tape Recorder and Lcd Projector,
 - m. Other Educational Technology Tools. (Mahlopi, M: 2022).

Supervisor's Ability to Integrate Information and Communication Technology

According to Permendiknas No.12/2007, supervisory authority includes: (2) Management and supervision, (3) Academic assistance, (4) Education evaluation, (5) Research development, (6) Social. School principals as supervisors must master the competency standards. This means, (1) instructing subordinates when creating curriculum for each MP. (2) Instructing teachers when designing (lesson plans). (3) Instructing subordinates when conducting KBM (Teaching and Learning Activities) or counseling activities. (4) Instructing teachers when managing, maintaining, developing and using educational facilitators and learning facilitators in each subject. (5) Encouraging staff to operate ICT (Information and Communication Technology) in each subject (Somad, 2014). (Kristiawan et al 1990).

Information and Communication Technology

The development of technology, especially communication technology and information technology (ICT), which has influenced all aspects of life, including education, can actually be utilized to provide support for the demands for reform in the education system, Hariyanto, R. (2022). Education Law No. 14 of 2005 on Vocational Courses requires teachers to carry out their professional obligations to constantly improve and develop their academic abilities and abilities in line with the increasing quality of science, technology and art. In the 2013 curriculum, ICT courses will not be abolished, but will be integrated into all courses. With e-learning, learning is no longer limited by time and space. Learning can be done anytime, anywhere. It allows students to analyze and integrate knowledge and explore, process and use information to create their own texts, information and knowledge. In addition, teachers use a variety of platforms to start delivering updated and deemed learning activities, including increasingly diverse learning platforms. Students are encouraged to engage in science.

Features that students can use to learn through e-learning include ebooks, electronic libraries, expert interaction, email, mailing lists, newsgroups, and others. The benefits of using ICT to facilitate the delivery of learning materials are that it can improve the quality of learning, expand access to learning, is useful for designing visual ideas of concepts that are still abstract, publish understanding of the material being investigated, exhibit interesting research materials, learners can interact with the material being studied. If we focus on the benefits of using ICT, of course, the use of ICT in learning and the school environment cannot be avoided. Schools should always strive to fully comply with all ICT facility requirements. The use of ICT in learning activities is a need that is considered quite urgent today.

The widespread flow of information and diverse sources do not make teachers the main source of learning. Therefore, the use of ICT in schools must begin with a strategic starting point: the teacher (Miarso, 2004). Teachers have the benefit of ICT in facilitating their students' learning process and helping them understand the concepts, principles, and practices they want to teach and preserve, rather than replacing their position as the system teacher. The strategic effort required is for teachers to confidently participate and engage in its development, in particular the development of ICT for learning, and improve their ICT processing skills to enhance their learning.

The Nature of Information And Communication Technology (ICT)

In essence, Information and Communication Technology (ICT) includes two aspects, namely aspects of Information Technology and aspects of Communication Technology. Academically, the definition of information technology and communication technology can be distinguished, but in practice information technology and

communication are like two sides of a coin, where both are very difficult to separate. In the context of learning, according to (Siahaan, 2010) the use of computers is emphasized, but ICT is not limited to the use of sophisticated electronic devices, such as the use of computers and the internet, but also includes conventional tools, such as: printed materials, audio tapes, Overhead Transparency (OHT)/Overhead Projector (OHP), sound slides, radio, and television.

Supervisor Competence in Integrating Technology

Based on the Regulation of the Minister of National Education No. 12/2007, supervisor competencies include:

1. personality;
2. managerial supervision
3. academic supervision
4. education evaluation
5. development research; and
6. social.

School principals as supervisors must have competency standards, namely

1. guiding teachers in preparing the syllabus for each subject;
2. guiding teachers in preparing learning process plans (RPP);
3. guiding teachers in carrying out learning or guidance activities;
4. guiding teachers in managing, maintaining, developing and using educational media and learning facilities for each subject;
5. motivating teachers to utilize information technology in learning each subject (Somad, 2014).

A supervisor must have the competence to guide and motivate teachers to use technology in learning, in order to achieve effective and efficient educational goals. Teachers along with other learning resources are responsible for controlling teaching activities. In this case, the classroom teacher controls student discipline and interest in learning, while the supervisor is only responsible for guiding and motivating the teacher (Kristiawan et al., 2019).

CONCLUSION

The significance of the position of a boss/manager in training the use of technology to teachers as a result can help them in completing their obligations and facilitate in carrying out learning in schools. For the power of teachers in Indonesia today, there are many who are accustomed to the use of technology, especially for those

who are located in niche areas that are difficult to reach by technology, resulting in control training for teachers located in such areas. control is a planned coaching activity and supervision to help teachers and other school employees in carrying out their profession in an efficient manner. The focus of learning supervision objectives is the income of learning objectives that are the responsibility of the Principal and teachers. The position of the boss includes: Researcher, Consultant or Advocate, Provider, Motivator, Innovation Pioneer.

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