

The Essentiality of Teacher Supervision as a Positive Cultural Driver in Creating Effective Schools at SDN Ciwangi, Purwakarta Regency

Rendra Bagus Cahyono¹, Elis Haryati², Dinny Mardiana³, Suharyanto H. Soro⁴

¹ Universitas Islam Nusantara Bandung, Indonesia; rendracahyono89@gmail.com

² Universitas Islam Nusantara Bandung, Indonesia; elisharyati92@gmail.com

³ Universitas Islam Nusantara Bandung, Indonesia; mardianadinny3@gmail.com

⁴ Universitas Islam Nusantara Bandung, Indonesia; suharyantosoro@gmail.com

ARTICLE INFO

Keywords:

Transformational Leadership;
Teacher Performance;
Evaluation

Article history:

Received 2025-10-28

Revised 2025-11-26

Accepted 2025-12-31

ABSTRACT

Effective schools play an important role in the implementation of quality education that supports a conducive, characterful, participatory and sustainable school climate. One of the strategic factors in realizing an effective school is the supervision carried out by teachers as agents of change in schools. Although many effective schools are found in Indonesia, the realization is that there are still shortcomings in the supervision process, namely administrative, fragmentary, lack of collaboration, and low motivation for teachers to become positive cultural drivers. This research uses a qualitative approach with case studies. The selection of case studies aims to gain a deep and comprehensive understanding of the essentiality of teacher supervision as a positive cultural driver in creating effective schools. The research was carried out at SDN Ciwangi, Purwakarta Regency. Data collection techniques through observation, interviews and document studies. The subjects of the study were determined through purposive sampling, namely 1 principal as the key informant, 5 teachers as the main informant, and 12 students as supporting informants from the impact of supervision. Structured and participatory supervision planning with the preparation of integrated supervision guidelines in school programs. The implementation of supervision is carried out in a collaborative and structured manner by directly observing student behavior in both intracurricular, cocurricular, extracurricular, and school culture processes. The evaluation process is carried out in a participatory and continuous manner through regular school meetings, the school's internal learning community, and parental feedback through google forms. Follow-up activities by selecting and sorting out indicators that have been achieved well and those that have not been used to improve teacher supervision strategies so that effective schools are created. Conclusion: Teacher supervision that drives positive culture is proven to support the creation of effective schools through planned, structured, participatory and sustainable supervision management

This is an open access article under the CC BY SA license.



Corresponding Author:

Rendra Bagus Cahyono

Universitas Islam Nusantara Bandung, Indonesia; rendracahyono89@gmail.com

1. INTRODUCTION

Education is the main foundation in the development of quality human resources, which is not only measured by students' academic abilities, but also by the formation of character, work ethic, and a positive culture in the school environment. An effective school is ideally able to create a conducive learning climate, support teachers in developing their professionalism, and foster positive values for all school residents.

In this context, teacher supervision plays a strategic role, not only to ensure teacher performance in accordance with educational standards, but also as a means to encourage the creation of a positive culture that can affect motivation, discipline, and quality of learning. Teachers as drivers of positive culture have an important role in shaping the school climate, so proper and systematic supervision is the main instrument to create an effective school.

According to Peter Mortimore (1991) in Irwan Fathurrochman et.al effective schools are characterized as follows: (1) Schools have a clear vision and mission and are run consistently; (2) A good school environment, and the existence of discipline and order among students and staff; (3) Strong leadership of the principal; (4) Awards for outstanding teachers and staff and students; (5) Clear delegation of authority; (6) Support from the surrounding community; (7) The school has a clear program plan; (8) The school has its own system focus; (9) Students are given responsibility; (10) Teachers apply innovative learning strategies; (11) Continuous evaluation; (12) School curriculum that is planned and integrated with each other; (13) Involve parents and the community in helping their children's education

The juridical basis for teacher supervision in Indonesia is strengthened by the Regulation of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 47 of 2023 concerning Management Standards in Early Childhood Education, Basic Education, and Secondary Education Levels which explains in article 1, namely Management Standards, which are the minimum criteria regarding the planning, implementation, and supervision of educational activities carried out by Education Units so that the implementation of Education is efficient and effective.

The research that will be carried out focuses on the process of supervising driving teachers in creating effective schools. The process of supervising educational activities in the regulation aims to ensure the implementation of education in a transparent, accountable manner and improving the quality of learning processes and outcomes in a sustainable manner so that the implementation of education is effective and efficient. Supervision of educational activities is carried out periodically and continuously through monitoring, supervision, and evaluation activities.

Monitoring is carried out on work programs that have been designed to ensure that educational activities are carried out in accordance with the objectives. Supervision is carried out in the form of providing suggestions or recommendations, guidance, mentoring, and coaching for feedback on educational activities on an ongoing basis. Meanwhile, the evaluation is carried out as a collaborative assessment process of educational activities that have been carried out to be the basis for the preparation of educational activity planning.

In order to explore the essentiality of teacher supervision as a positive cultural driver in creating effective schools, this study uses a PDCA (Plan-Do-Check-Act) cycle-based management framework developed by W. Edwards Deming. The PDCA model according to Deming (Hidayat, 2023:38) emphasizes a mature planning process (Plan), implementation according to plan (Do), evaluation of implementation results (Check), and corrective actions or continuous improvement (Act).

The implementation of PDCA not only improves the managerial quality of supervision, but also supports the internalization of a positive culture, so that teacher supervision becomes a strategic instrument in creating effective schools. Previous research strengthens the relevance of this approach, namely the research of Kusmiati & Hidayat (2025) which found that the integration of PDCA with academic supervision is able to increase teacher capacity and encourage change in school culture. Other research confirms that teachers who drive positive culture can improve students' discipline, motivation, and academic achievement, so effective supervision must be able to optimize the role of teachers in shaping school culture (Supriyadi, 2020).

Current field conditions show that teacher supervision in many schools is still administrative and fragmentary, with a focus on documentation and procedural compliance, while strengthening a positive culture has not been made a priority. This has an impact on the low motivation of teachers to be a driver of positive culture, lack of collaboration in learning, and the lack of optimal overall school effectiveness. In addition, supervisors' capacity is often limited in implementing a sustainable management approach, so that teacher improvement and coaching actions are not optimal. This phenomenon emphasizes that teacher supervision must be directed not only to academic and administrative aspects, but also to empowering teachers as agents of school culture change. Based on these conditions, this study is directed to explore the essentiality of teacher supervision as a positive cultural driver in creating effective schools.

Thus, the implementation of teacher supervision in creating effective schools that are integrated with the *Plan-Do-Check-Act* (PDCA) cycle is a strategic and systematic approach in ensuring continuous improvement of the quality of education. Through careful planning, the implementation of participatory supervision, reflective evaluation, and follow-up oriented towards continuous improvement, the driving teacher not only plays the role of learning implementer, but also as an agent of change that encourages the realization of a positive culture, a conducive school climate, and the improvement of the performance of all school residents. This approach emphasizes that school effectiveness is not formed instantly, but through a directed, collaborative, and continuous monitoring process.

At a time when there are still many schools that are not effective in running each of their programs, SDN Ciwangi has shown real efforts in managing and implementing school programs in a directed and sustainable manner. This school seeks to optimize all the potential resources it has, both human resources, infrastructure, and school environment support, to achieve optimal educational goals. Despite being faced with various limitations, SDN Ciwangi continues to be committed to improving the quality of educational services through systematic program management and continuous improvement-oriented programs.

The success of SDN Ciwangi in running school programs is inseparable from the supervisory role carried out by teachers who function as agents of change in the school environment. Supervision is not only carried out administratively, but also educational and collaborative, so as to encourage the creation of a positive culture among school residents. Teachers play an active role in planning, implementing, monitoring, and reflecting on each school program to be in line with the vision and goals of education that have been set.

This phenomenon of success makes the reason why teacher supervision is a positive driver of culture in creating effective schools here worth researching. Therefore, this research is important to be conducted as a case study at SDN Ciwangi, in order to analyze and describe in depth how the essentiality of teacher supervision to drive positive culture with the PDCA cycle can create an effective school.

The results of the research are expected to make a theoretical contribution to the development of education supervision management studies, especially related to the role of driving teachers in creating effective schools that are integrated with the *Plan-Do-Check-Act* (PDCA) cycle. In addition, this research is also expected to be able to enrich scientific references regarding the implementation of supervision oriented towards positive culture and sustainable improvement of the quality of education, as well as provide practical recommendations for school principals, driving teachers, and education

stakeholders in designing, implementing, and evaluating school programs in a more systematic, collaborative, and sustainable manner.

2. METHODS

This study uses a qualitative approach with qualitative descriptive case studies. The selection of case studies aims to gain a deep and comprehensive understanding of the essentiality of teacher supervision as a positive cultural driver in creating effective schools. Qualitative research examines objects in natural conditions with researchers as key instruments, data collection through triangulation, and inductive analysis (Sugiyono in Abdul Fatah Nasuttion, 2023:34).

The research was carried out at SDN Ciwangi, Purwakarta Regency for the 2025/2026 school year. The subjects of the study were determined through *purposive sampling* by considering the involvement in the implementation of teacher supervision to drive positive culture in creating effective schools. The subjects of the research were 1 Principal as a key informant, 5 teachers as the main informant, and 12 students as supporting informants to see the impact of supervision

Data collection techniques were carried out through participatory observation, semi-structured interviews, and documentation studies. Participatory Observation is used as the main instrument to obtain empirical data related to the behavior, interaction, and supervision practices of teachers driving positive culture in the real context of schools. This technique was chosen because it provides a direct overview of the implementation of supervision strategies, positive culture, and managerial practices of teachers in supporting the creation of effective schools. The semi-structured interviews were to dig up in-depth information from the informants regarding the role of positive culture driving teachers in supervision and efforts to create effective schools. This technique was chosen because it allows researchers to obtain authentic direct data, including teachers' experiences, understandings, and perspectives on supervisory practices and positive culture in schools. Meanwhile, the documentation study was conducted to obtain written and visual data related to policies, records, and evidence of the implementation of teacher supervision as a positive cultural driver in creating an effective school. The documents examined included program plans, activity notes, evaluation reports, and evidence of teaching practices that support the creation of effective schools. Data analysis is carried out through the stages of data reduction, data presentation, and conclusion drawn, while data clarity is ensured through triangulation of data sources and techniques (Miles & Huberman, 2009)

3. FINDINGS AND DISCUSSION

The research that has been conducted at SDN Ciwangi, Purwakarta Regency related to the essentiality of teacher supervision as a positive cultural driver in creating an effective school is explained using Edward Deming's theory (Hidayat, 2023:35), namely the stages of planning (*plan*), implementation (*do*), evaluation (*check*), and follow-up (*Act*).

The results of the study show that the supervision of teachers who drive positive culture is proven to support the creation of effective schools. Field analysis shows that the use of management functions (Planning, Implementation, Evaluation, and Follow-up) is carried out in a systematic, structured, participatory, and sustainable manner that is related to the indicators of effective selak that are the focus of the research.

Planning in Teacher Supervision Drives Positive Culture in Creating Effective Schools (*Plan*)

The planning stage is an important thing that is usually done at SDN Ciwangi because it is fundamental as the first step in determining an effective and efficient strategy in achieving the goals that have been determined. In line with the definition of planning according to Stoner, planning is a fundamental initial stage in school management (Sutikno in Hidayat, 2023:91). Field findings show that the process of planning supervision by teachers who drive positive culture in creating an effective school at SDN Ciwangi is carried out in a participatory manner by prioritizing mutual agreement

(Consensus Deliberation). This was revealed through an interview with the Principal of SDN Ciwangi who stated:

"When preparing a program plan, I always involve all school residents through school meetings, especially about supervising the implementation of positive culture because in Purwakarta the program is already good through the education office related to the five flowers of character education"

This statement was strengthened by teachers, in addition to being the implementers of activities as well as planning drafters. As expressed by one of the teachers

"My fellow teachers and I are always involved in every school program, the principal always accepts the input conveyed by the teachers..." (Teacher Interview, 2025)

The above data is strengthened through a documentation study, the researcher obtained physical evidence on the education unit's curriculum document that has been signed by the relevant parties on July 4, 2025 which contains the minutes of the event, minutes of activities and the attendance list. This proves that the planning stages of teacher supervision that drive positive culture in creating effective schools are carried out in a participatory manner or involving all interested parties.

The planning process, in addition to being carried out in a participatory manner, is carried out systematically and in a structured manner, starting from a deep understanding of the school's vision and mission, education office programs, and learning organization. As obtained from the results of interviews with the Principal

"I try to move all teachers to understand everything, discuss in the school's internal community so that everything can be outlined in the program that is used as a guide"

The statement is not only an oral retrospective but is strengthened through a documentation study, namely the existence of standard operating procedures of each school program which is strengthened by the existence of a decree on division of tasks (SKBM), activity indicators, supervision sheets, and report sheets

"I also divide each teacher as the chairman of the working group and its members, so that everything is clear" (Principal Interview, 2025)

Based on interviews with teachers, it was found that the division of tasks was carried out proportionally by taking into account the abilities and skills possessed by teachers. The teacher revealed

"The principal divides us as the implementers of activities with his working group, each working group will work and later coordinate with each other"

The planning stages that have been carried out by SDN Ciwangi for the supervision of teachers who drive positive culture in creating effective schools are in line with the opinion of M. Moh Rifai in M. Sobry Sutikno (2022:17) about the planning function, namely (a) Planning is the starting point to start activities (b) Planning is a guiding principle in implementation, (c) Planning increases cooperation and coordination, (d) Planning prevents at least, reduce waste, whether wasted time, effort, or materials, and (e) Planning to facilitate supervision

Planning is the starting point to start activities: Understanding the vision and mission of the school, scrutiny of the organization of learning is the first step to start activities because in this case there will

be the formulation of clear goals both general goals and special goals that will be achieved in the essence of teacher supervisors driving positive culture in creating effective schools

Planning is a guiding principle in implementation: In the process of understanding the vision and mission of the school, scrutiny of the organization of learning, and the existence of coordination and discussion both with the principal or fellow teachers in the community opens the direction that the actions that will be taken in the process of supervising teachers who drive positive culture in creating an effective school are not done if there is an opportunity, activities that are only incidental, but all activities are planned with mature steps and coordinated by all stakeholders,

Planning to improve cooperation and coordination The results of the research obtained that at SDN Ciwangi every action is always participatory. All school residents are involved, starting from planning, which of course this activity can increase cooperation and coordination so that in the process of its implementation in the future there will be no communication between one field and another to achieve an effective school,

Planning to prevent at least, reduce waste, both waste of time, energy, and materials: The coordination and discussion process carried out during planning by SDN 1 Ciwangi shows that they understand the interconnectedness between activities so as to slightly reduce the waste of time, energy, and materials. Meanwhile, planning facilitates supervision: With the planning process carried out, every supervision that will be carried out will be directed.

Based on the results of observations, interviews, and fiber documentation studies reinforced by the statements of several experts, it was found that the stages of planning for teacher supervision of positive cultural drivers in creating effective schools at SDN Ciwangi were carried out in a systematic, planned and participatory manner.

Implementation in Teacher Supervision as a Positive Cultural Driver in Creating Effective Schools (Do)

The process of implementing teacher supervision as a positive cultural driver in creating an effective school is carried out in a structured and collaborative manner. In its implementation, it is very clear and organized, as evidenced by the presence of a working group leader in each school work program at SDN 1 Ciwangi, the supervision process is carried out directly by observing the behavior of students both in the learning process in the classroom and in co-curricular, extracurricular, and school cultural activities.

Based on interviews with teachers, it was found that the process of implementing supervision was carried out in accordance with the schedule of task distribution with each work group.

".... When the meeting with me and my colleagues in the working group each prepared an agenda for the implementation of supervision where we as teachers also became an example in activities that would be applied to students"

It is strengthened by the statements of other teachers that activities are carried out jointly or collaboratively to create a positive culture that supports the realization of an effective school.

"Alhamdulillah, there is a lot of positive culture in Purwakarta, so the guidelines are clear, it is only for me and the respective working group teams to collaborate to clarify the guidelines, so that at the time of implementation it is well structured"

In the documentation study, the researcher found that each working group chairman and his members made a note of implementation reflection that would be reported to the class teacher in the form of a report on the implementation of activities, the data of students who carried out their positive culture decreased, stabilized, and increased.

The process of implementing teacher supervision as a positive cultural driver in creating an effective school is not only applied to the student level but is carried out by the principal to the teacher

through educational supervision activities. Each supervision process is carried out with documents in the form of incident records and photos.

"As the principal, of course, I will control, monitor the implementation of positive cultural supervision through the chairman of the working group, if there are things that need to be discussed, I call all teachers to discuss again"

The process of supervising teachers is a positive cultural driver in creating an effective school in its implementation is not just supervising but is carried out with modeling from the teacher who is the chair of the working group. The process of discussion on the results obtained is an important point in the findings of the research results at SDN Ciwangi related to the essence of teacher supervision as a positive cultural driver in creating an effective school, indicating that the process of implementing supervision is organized, structured, and collaborative. This organized, structured, and collaborative process is in line with the Organizing Principles stated by M. Sobry Sutikno (2022:31) who explains that there are 12 management principles, namely (1) Organizing must have a clear purpose, (2) There must be division of labor and work assignments, (3) The principle of unity of command, Balance between duties, responsibilities, and power. (4) Balance between duties, responsibilities, and power, (5) Principles of communication, (6) Principles of continuity, (7) Principles of coordination, (8) Organizations must have leaders who are able to mobilize and direct their members and delegate the duties, authorities, and responsibilities of its members according to their talents, knowledge, and abilities, (9) Principles of Eligibility, (10) Principles of recognizing the organization's code of ethics, (11) That there is a need for continuous accountability for results work obtained, and (12) Organizing should be flexible and balanced

The alignment between the implementation of supervision at SDN Ciwangi and the principles of organization means that there will be no tendency to deviate in the supervision process because it already has a clear organizational structure The results of this study are also in line with Bell (Indah Komsiyah, 2022:34) explaining that teamwork is a group of people who work together based on (1) sharing perceptions, (2) have a common goal, (3) agreed procedures, (4) commitment, and (5) cooperate in resolving disputes openly by discussion.

Based on the results of the research found through observations, interviews, and documentation studies, the process of implementing teacher supervision of positive culture driving teachers is carried out in a structured and collaborative manner through direct observation, modeling from the working working team, and cooperation between assigned working groups.

Evaluation in Teacher Supervision Drives Positive Culture in Creating Effective Schools (Check)

Evaluation (National Study Committee on Evaluation) from UCLA (Ahmad Rusdiana, 2020:28) said that *Evaluation is the process of ascertaining the decision of concern, selecting appropriate information, and collecting and analyzing information in order to report summary data useful to decision makers in selecting among alternatives*. This means that evaluation is a process or activity of selecting, collecting, analyzing and presenting appropriate information to find out the extent to which a program, procedure, product or strategy has been achieved, so that it is useful for decision-making and can determine several alternative decisions for the next program.

The evaluation stage carried out by SDN Ciwangi on the process of supervising teachers who drive positive culture in creating effective schools is carried out in a participatory and sustainable manner. The evaluation process based on the results of interviews with teachers related to supervision is carried out formally, namely in monthly and semester meetings, as well as non-formally at the time of the supervision process and notes that must be communicated immediately.

"We conduct evaluations at school meetings with the principal and all teachers to convey field findings, convey mutual suggestions and opinions"

These activities are in line with the evaluation goals according to Scriven (Rusdi. A & Ten . R, 2017:7) which states that there are two functions of evaluation, namely formative and summative. The formative function, namely evaluation, is used for the improvement and development of ongoing activities (programs, people, products, and so on), while the summative function, namely evaluation, is used for accountability, information, selection or continuation.

The principal emphasized that at SDN 1 Ciwangi, an evaluation was carried out by creating a google form for parents to fill out regarding the effectiveness of each activity carried out. As stated as follows

"SDN Ciwangi made a google form that was submitted to parents, I as the principal and the teacher were used as one of the data to be used as an evaluation tool"

To strengthen the findings data, a document study was carried out in the process of evaluation or examination actions, data was obtained that SDN Ciwangi always analyzes the achievement of these indicators, as evidenced by the existence of school self-evaluation documents, attendance lists, activity photos, field notes, and minutes of meeting activities. This is in line with the things that must be considered in the implementation of the evaluation delivered by Briekerhoff et al (Rusdi. A & Ten . R, 2017:3) that evaluation is a process that determines the extent to which educational goals can be achieved and in its implementation must pay attention to seven elements of evaluation, namely (a) Determination of the focus to be evaluated, (b) Preparation of evaluation design, (c) Information collection, (d) Analysis and interpretation of information, (e) Preparation of reports, (f) Management of evaluations, and (g) Evaluation for evaluation or meta-evaluation.

So based on field findings, the evaluation process of teacher supervision that drives positive culture in creating effective schools has been carried out in a participatory and sustainable manner.

Follow-up in Teacher Supervision as a Positive Cultural Driver in Creating Effective Schools (*Act*)

The follow-up stage (*Act*) is a continuous process from the previous three processes, namely planning (*Plan*), implementation (*Do*), and Evaluation (*Check*). The process at the follow-up stage based on the results of interviews with the principal found that every record at the time of evaluation was carried out a sustainability discussion to continue to make progress in improving the implementation of supervision

"I and the teachers continue to carry out the follow-up process from the evaluation records that are found to be improved, the process is like from the beginning of communication through discussions and meetings, I always emphasize so that the implementation process is better to support effective schools"

Based on the documentation study, there are improvement notes on the school meeting book document which is completed with the signature of each participant of the school's regular meeting. The note was then followed up with a more organized supervision implementation process, clearer indicators, and an increasingly solid collaboration among school residents to SDN 1 Ciwangi was able to create an effective school that could increase the achievement of schools, teachers, and students.

This indicates that the supervisory process of positive culture driving teachers has succeeded in creating an effective school with the use of management functions consisting of systematic, structured, participatory, and follow-up planning, implementation, evaluation, and follow-up.

4. CONCLUSION

Based on the results of research that has been conducted at SDN Ciwangi, it can be concluded that the supervision of teachers who drive positive culture has a very essential role in creating effective schools. The supervision process is carried out in a systematic, structured, participatory, and

sustainable manner by referring to the William Edward Deming quality management cycle which includes the stages of planning (Plan), implementation (Do), evaluation (Check), and follow-up (Act). Each stage is interrelated and forms a unified process that supports the creation of a school culture that is conducive, characterful, and quality-oriented.

In the planning stage, the supervision of positive culture driving teachers at SDN Ciwangi is carried out in a systematic, planned and participatory manner through a deep understanding of the school's vision and mission, analysis of learning organization, coordination with school leaders, discussions with the internal community, and the integration of supervision programs into school programs and positive cultural values. This planning is not only a starting point for the implementation of activities, but also serves as a guideline, a means of increasing cooperation and coordination, preventing waste of resources, and a tool to facilitate the supervision process. This shows that careful planning is the main foundation for the success of supervision in realizing effective schools.

The stage of implementing supervision is carried out in a structured and collaborative manner through the division of clear roles in the working group, educational supervision by the principal, direct observation of student behavior, and positive cultural modeling by the driving teacher. This process is supported by organizing principles that emphasize clarity of purpose, division of duties, unity of command, balance of responsibility, effective communication, continuity, and coordination. The implementation of supervision that runs in accordance with the organizing principles strengthens teamwork and minimizes potential deviations in the implementation of school programs.

The evaluation stage is carried out in a continuous and integrated manner in school activities through observation, event recording, reflection, and discussion in meetings and learning communities. Evaluation is carried out by collecting, analyzing, and presenting data on the achievement of effective school indicators as a basis for decision-making. This evaluation functions both formatively for the improvement of ongoing programs and summatively for accountability and future program planning.

Furthermore, the follow-up stage is carried out by utilizing the results of the evaluation as a basis for improving strategies, strengthening collaboration with school residents, and delivering feedback to parents.

Thus, the supervision of teachers who drive positive culture is proven to be able to create effective schools with the use of management functions (planning, implementation, evaluation, and follow-up) that are carried out in a systematic, structured, participatory and sustainable manner

REFERENCES

- Abdul Fatah Nasution. (2023). *Metode Penelitian Kualitatif*. Bandung: CV. Harfa Creative
- Cahayanti, E. R., Samsinar, S., & Tahir, A. (2023). *Guru penggerak dalam kurikulum merdeka belajar*. Tulungagung: Akademia Pustaka.
- Dzakiri, L. H. (2025). *Studi literatur: Peran supervisi pendidikan dalam meningkatkan kualitas pendidikan di sekolah*. *Jurnal Penelitian Pendidikan Indonesia*, 2(4).
- Fathurrochman, I., Adilah, P., Anjriyani, A., & Prasetya, A. Y. (2022). *Pengelolaan manajemen sekolah yang efektif*. *E-Amal: Jurnal Pengabdian Kepada Masyarakat*, 2(2), 1363–1374. ISSN 2774-8316.
- Hidayat. (2023). *Manajemen mutu pendidikan*. Cirebon: PT Arr Rad Pratama.
- Kusmiati, I., & Hidayat. (2025). *Integrasi Model Plan-Do-Check-Act dan Supervisi Akademik dalam Penguatan Kapasitas Guru Sekolah Dasar*. *Cetta: Jurnal Ilmu Pendidikan*, 8(5), ISSN:2615-0891
- Miles, M.B., & Huberman, A.M. (2009). *Analisis Data Kualitatif: Buku Sumber Tentang Metode-metode Baru*. Jakarta: UI Press
- Musfiqon, & Bahak Udin, M. (2015). *Menjadi pengawas profesional*. Sidoarjo: Nizamia Learning Center.
- Muslihat, H., & Musriadi. (2024). *Analisis peran pengawas sekolah dalam implementasi supervisi manajerial terhadap peningkatan mutu sekolah*. *Qouba Jurnal Pendidikan*, 1(1). <https://ejournal.hsnpublisher.id/index.php/quoba>

- Mujhirul Iman, Erlina, I. A. H., Sole, Y. Y. E., Wagimin, Tamimi Mujahid, Ulian Burju Siadari, Zoe Zarka Syaf, Anri Naldi, Yurini Liyong, & Handoko. (2022). *Manajemen pendidikan: Teori dan praktik dalam sistem pendidikan*. Malang: PT. Literasi Nusantara Abadi Grup.
- Nurlaela, N., Miyono, N., & Haryati, T. (2023). Peranan budaya mutu sekolah dalam meningkatkan mutu pendidikan SMA Negeri 2 Cepu. *Manajerial: Jurnal Inovasi Manajemen dan Supervisi Pendidikan*, 3(3).
- Nurpuspitasari, D., Sumardi, R. H., & Harijanto, S. (2019). Efektivitas pembelajaran ditinjau dari supervisi akademik kepala sekolah dan budaya sekolah. *Jurnal Manajemen Pendidikan*, 7(1).
- Rahman, A. (2021). Supervisi dan pengawasan dalam pendidikan. *Jurnal Pilar: Jurnal Kajian Islam Kontemporer*, 12(2).
- Ramlawati. (2020). *Total quality management*. Makasar: Penerbit Yrama Widya.
- Rusydi, A., & Tien Rafida. (2017). *Pengantar Evaluasi Program Pendidikan*. Medan :Perdana Publishing
- Sanabil. (2022). *Manajemen sekolah efektif: Manajemen sekolah yang efektif*. Mataram: Dr. Indah Komsiyah, M.P.
- Sherli, dkk. (2020). *Manajemen pendidikan (tinjauan teori dan praktis)*. Bandung: Widina Bhakti Persada.
- Simanjuntak, H. (2022). *Mutu pendidikan untuk jenjang sekolah dasar*. CV. Penerbit Qiara Media.
- Siti Maisaroh, & Danuri. (2020). *Administrasi dan supervisi pendidikan*. Palembang: Tunas Gemilang Press.
- The HEAD Foundation. (2021). *Menumbuhkan budaya positif sekolah di era new normal: Sebuah buku panduan untuk para pendidik*. Singapura.
- Wahyu, M., & Anwar, S. H. (2015). *Manajemen pendidikan*. Malang: Wineka Media.
- Zulkifli, dkk. (2021). *Buku ajar manajemen dan administrasi sekolah*. Sidoarjo: Nizamia Learning Center.