

## **Implementation of Academic Supervision by the Head of Madrasah Aliyah Negeri Tolitoli in Tolitoli, Central Sulawesi**

**Nursida<sup>1\*</sup>, Ahmad Sunaedi<sup>2</sup>, Hamdi Rudji<sup>3</sup>**

<sup>1,2,3</sup>Pascasarjana Universitas Muhammadiyah Palu

(\*Email Korespondensi: [Nursida.wt78@gmail.com](mailto:Nursida.wt78@gmail.com))

### **Abstract**

This research is motivated by the success that the Head of Madrasah Aliyah Tolitoli has in carrying out academic supervision of the head of the madrasa, especially on the performance of teachers at MAN Tolitoli, in this regard researchers are interested in conducting research on the Implementation of Academic Supervision by the Head of Madrasah Aliyah Negeri Tolitoli. The research was carried out at MAN Tolitoli by distributing questionnaires to all teachers at MAN Tolitoli as many as 58. The research questionnaire used was validated using expert judgment techniques. Data from the questionnaire was processed quantitatively with the percentage technique. The results showed that the head of MAN Tolitoli had carried out academic supervision tasks. Of all the tasks, the task of motivating teachers to use information technology in learning in each subject is the task that has the highest implementation. On the other hand, the task with the lowest implementation is to guide the teacher in compiling the syllabus for each subject in accordance with the applicable curriculum. Thus, the implementation of academic supervision of madrasah principals in several areas still needs to be improved.

**Keywords :** Academic Supervision, Madrasah Principal

### Abstrak

Penelitian ini dilatar belakangi oleh keberhasilan yang dimiliki oleh Kepala Madrasah Aliyah Negeri Tolitoli dalam melaksanakan supervisi akademik kepala madrasah khususnya terhadap kinerja guru di MAN Tolitoli, berkenaan dengan hal tersebut peneliti tertarik untuk melakukan penelitian terhadap Pelaksanaan Supervisi Akademik oleh Kepala Madrasah Aliyah Negeri Tolitoli. Penelitian dilaksanakan di MAN Tolitoli dengan menyebarkan angket ke seluruh guru di MAN Tolitoli yaitu sebanyak 58. Angket penelitian yang digunakan telah divalidasi menggunakan teknik *expert judgement*. Data dari angket diolah secara kuantitatif dengan teknik persentase. Hasil penelitian menunjukkan bahwa kepala MAN Tolitoli telah melaksanakan tugas-tugas supervisi akademik. Dari keseluruhan tugas, tugas memotivasi guru untuk memanfaatkan teknologi informasi dalam pembelajaran di setiap mata pelajaran merupakan tugas yang paling tinggi keterlaksanaannya. Sebaliknya, tugas yang paling rendah keterlaksanaannya adalah membimbing guru menyusun silabus tiap mata pelajaran sesuai dengan kurikulum yang berlaku. Dengan demikian, pelaksanaan supervisi akademik kepala madrasah di beberapa area masih perlu ditingkatkan.

**Kata Kunci** : Supervisi Akademik, Kepala Madrasah

### 1. INTRODUCTION

Academic supervision is one of the essential functions in the entire school program (Glickman, et al. 2007). The results of academic supervision serve as a source of information for the development of teacher professionalism.

Academic supervision is closely related to quality learning, because a quality learning process requires professional teachers, and professional teachers can be formed through effective academic supervision. Teachers as the main actors in the learning process can be improved their professionalism through academic supervision so that learning objectives can be achieved. Through academic supervision, practical reflection for the assessment of teacher performance can be carried out, difficulties and problems in the learning process can be identified, information on the ability of teachers to manage learning activities can be identified, and follow-up programs for teacher professional development can be arranged

(Kemendiknas, 2011). Thus academic supervision is part of the process of developing teacher professionalism so that they are increasingly able to provide quality learning services for students. For this reason, so that academic supervision can be carried out properly, supervisors need to make preparations, scheduling and socialization in advance to teachers who will be supervised, and the implementation of supervision activities ends with follow-up and reporting of results to teachers.

The various studies above show that academic supervision needs to be systematically planned, implemented, and evaluated by the head of the madrasa. This study aims to obtain a description of the implementation of the academic supervision of the Head of Madrasah Aliyah Negeri Tolitoli according to the teacher.

## **2. LITERATURE REVIEW**

### **2.1. Academic Supervision**

Academic supervision is a series of activities to help teachers develop their ability to manage the learning process to achieve learning objectives (Daresh, 1989, Glickman, et al. 2007). Academic supervision is inseparable from teacher performance assessment in managing learning. Sergiovanni (1987) asserts that the practical reflection of teacher performance assessment in academic supervision is to look at the real conditions of teacher performance to answer questions, for example what is actually happening in the classroom?, what are teachers and students actually doing in the classroom?, activities which of the overall activities in the classroom are meaningful for teachers and students?, what has the teacher done in achieving academic goals?, what are the strengths and weaknesses of teachers and how to develop them?. Based on the answers to these questions, information about the teacher's ability to manage learning will be obtained. However, there is one thing that needs to be emphasized here, that after conducting a performance assessment, it means that the implementation of academic supervision is complete, but it must be followed up by making an academic supervision program and implementing it as well as possible. The term supervision can be explained either according to the origin (etymology), the form of the words (morphology), and the content contained in the words (semantics) (Ametembun, 2006:1).

1. Etymological meaning. The term "supervision" is taken from the English word "supervision" which means supervision. Educational supervision means supervision in the field of education. The person who supervises is called the "supervisor" or supervisor. In the field of education called educational supervisor.
2. The meaning of morphology. The term "supervision" can also be explained according to the form of the words. Supervision consists of two words "super" + "vision": super means above, more, while vision means see, see, supervise. That means that a supervisor has a position above or in other words that the supervisor has a higher position than the people he supervises. Meanwhile, his job is to see, observe, and supervise the people he supervises. Indeed, the advantages possessed by supervisors are not only advantages because of the position or position they occupy, but also because of their experience, education, skills or skills they have.
3. Semantic Meaning. The meanings contained in the term supervision semantically have been put forward by many experts:
  - a) According to Adam and Dickey as quoted by (Soetopo, 2001: 41-42) Supervision is a program that plans to improve lessons (Supervision is a planned program for the improvement of instruction). This program can be successful if the supervisor has the skills and an efficient way of working in collaboration with teachers and other education officers. So the program plans to improve teaching is essentially an improvement in teaching and learning.
  - b) In the Ministry of National Education, supervision is formulated as follows: Guidance given to all madrasah staff so that they can improve their ability to develop better teaching and learning situations. Thus, supervision is aimed at creating or developing better teaching and learning situations. For this reason, there are two things (aspects) that need to be considered: (a) the implementation of teaching and learning activities, (b) things that support teaching and learning activities. Because the main aspect is the teacher, supervision services and activities should be more directed to efforts to improve and improve the ability of teachers to manage teaching and learning activities.

From the definition of supervision described above, of course, supervision has a very strategic role in improving the quality and quantity

of an educational institution. Supervision is almost the same as supervision, but supervision is more about coaching. Supervision is very necessary in educational institutions, because one of the principal competencies is supervision. There are two aspects of supervision in educational institutions, namely (1) academic supervision, namely professional assistance to teachers in improving the quality of the learning process or guidance to enhance student learning outcomes. There are also two parts to this academic supervision, namely (a) class supervision; and (b) clinical supervision. The focus of classroom and clinical supervision is the teacher; and (2) managerial supervision, namely supervising the person who becomes the manager or principal, which consists of developing staff/educational personnel and also measuring the performance of the principal. The target of supervision is people and their activities (Muhammad Kristiawan, 2019:3)

## **2.2. The Head of Madrasah**

The principal is the institution or place where the giving and receiving of lessons takes place. According to Sudarwan Danim, the head of the madrasa is a teacher who has additional duties as the head of the madrasa. According to Sudarwan Danim stated that the head of the madrasa is the leader in an educational institution for a certain period of time. According to Jamal Ma'mur Asmani, the head of the madrasa comes from two words, namely: head and madrasa. The word "head" can be interpreted as a chairman or leader in an organization or institution, while "madrasah" is defined as an institution where to receive and give lessons. So, it can be said that the head of the madrasa is the leader of the madrasa or institution where he receives and gives lessons. In addition, the understanding of the principal according to Prim Masrokan Mutohar in his book *Madrasah Quality Management*.

A leader who is required to carry out his duties and responsibilities as well as possible, implement and carry out the vision, mission, and goals carried out in the administration of madrasahs, including leaders in teaching. From the opinions of the experts above, it can be concluded that the head of the madrasa is a teacher who has additional duties and is a leader in an educational institution who is required and responsible for carrying out the duties and carrying out the vision and mission that has been set.

### **2.3. The Role and Functions of the Head of Madrasah**

Principally, as determined by the Ministry of National Education, the functions and duties of madrasah principals can be acronymized as emancipation (educator, manager, administrator, supervisor, leader, innovator, motivator, and entrepreneur). The following describes the role in detail.

a. The head of the madrasa as educator

In carrying out its functions, the head of the madrasa has the right strategy to improve the professionalism of the education staff in his madrasa, such as creating a conducive climate, providing encouragement to madrasa residents, providing encouragement to all education personnel, and creating and implementing interesting learning models. According to education expert Maya H, the head of the madrasa as an educator plays a role in the formation of student character based on the values of educators. In more detail, the role of the principal as an educator is described as follows: (1) the ability to teach and guide students, (2) the ability to guide teachers, (3) the ability to develop teachers, (4) the ability to follow developments in the field of education.

b. Head of Madrasa as Manager

In carrying out its function, the head of the madrasa as a manager, that is, the head of the madrasa plays a role in managing resources to achieve institutional goals effectively and efficiently, such as the ability to develop programs, the ability to mobilize teachers, the ability to optimize educational facilities.

c. Head of Madrasa as Administrator

The head of the madrasa is responsible for the running of the madrasa institution and its activities because the head of the madrasa is at the forefront. Quoting Nawawi's opinion, education administration is a series of activities or the whole process of controlling the cooperative effort of a number of people to achieve educational goals in a planned and systematic manner held in a certain environment, especially in the form of formal institutions.

d. The head of the madrasa as supervisor

The head of the madrasa as a supervisor is supervising or

supervising a work carried out by educational staff. The head of the madrasa as a supervisor must be realized with the ability to develop, and implement educational supervision programs, and take advantage of the results.

e. The head of the madrasa as a leader

The principal here must be able to provide instructions, increase the high will of education staff, open two-way communication, and be able to delegate tasks.

f. Headmaster as an innovator

The role and function of the madrasah principal as an innovator, namely, the madrasah principal must be able to have the right strategy to carry out a harmonious relationship with the environment and provide an example to all education staff in the madrasa.

g. The head of the madrasa as a motivator

As a motivator, the head of the madrasa must have the right strategy to motivate his education staff in carrying out and carrying out various tasks and functions.

h. Headmaster as entrepreneur

The principal of the madrasah has a role to see if there are opportunities and is also able to take advantage of these opportunities for the benefit of the progress of the madrasa. The role of the principal as an entrepreneur, such as the ability to create innovations that are useful for the development of the madrasa and the ability to work hard to achieve effective results.

### **3. METHODS**

This study uses a quantitative descriptive approach. Descriptive research aims to describe the phenomena that are happening in a systematic, factual, and accurate manner regarding the facts and characteristics of the phenomena being investigated (Rukajat, 2018). This research is also a quantitative study because the symptoms studied will be analyzed, measured, and displayed with numbers (Arikunto, 2013).

The research took place at MAN Tolitoli. The research respondents included all teachers in the madrasa, totaling 58 people. They were asked

to fill out a questionnaire which was developed based on a theoretical study on the implementation of academic supervision. The development of the questionnaire resulted in seven indicators, namely (1) the madrasa principal's understanding of learning theory and educational principles of learning, (2) teacher guidance in preparing teacher workbooks for each subject in accordance with the applicable curriculum, (3) teacher guidance in choosing and using strategies /methods/learning techniques by looking at the lesson plans, (4) collaborative planning of supervision activities with teachers, (5) monitoring the implementation of learning carried out by teachers, (6) evaluating learning activities carried out by teachers, and (7) motivating teachers to utilize information technology in the classroom. every subject.

The research questionnaire is closed with two answer choices, namely "yes" and "no". Respondents choose the answer by affixing a cross (x) or checklist (√). Questionnaires with firm answer types such as "yes" and "no" need to apply the Guttman scale. The Guttman scale is a two-interval scale used to get a firm answer from respondents such as "yes, no". This measurement scale can produce questions in the form of multiple choice and checklists with the highest answer score (yes) one and the lowest (no) zero (Sugiyono 2014: 139). To test its validity, this study uses expert judgment involving experts in the field of educational supervision.

The research data were analyzed using quantitative descriptive data analysis techniques with percentage measurement techniques (Winarsunu, 2002). This technique allows the description of data that shows the implementation of the academic supervision tasks of the madrasah principal.



#### 4. FINDINGS AND DISCUSSION

The results showed that according to the teacher, the head of Madrasah Aliyah Negeri Tolitoli had carried out academic supervision tasks with a score of 90%. In other words, 52 teachers received academic guidance or supervision from the principal. The results of the research in more detail are presented in table 1.

Table 1. Professional competence development of teachers through academic supervision

No	Indicators	Yes	Percentage (%)	No	Percentage (%)
1	Provide an understanding of learning theories and educational principles of learning	55	94,83	3	5,17
2	Guiding teachers in compiling teacher workbooks for each subject in accordance with the applicable curriculum	54	93,10	4	6,90
3	Guiding teachers in choosing and using learning strategies/methods/techniques by looking at the lesson plans	50	86,21	8	13,79
4	Planning supervision activities with teachers	54	93,10	4	6,90
5	Monitoring the implementation of learning carried out by teachers	51	87,93	7	12,07
6	Evaluating learning activities carried out by teachers	53	91,38	5	8,62
7	Motivate teachers to utilize	49	84,48	9	15,52

	information technology in every subject.				
	Average ( % )	52, 3	90,15%	5,7	9,85%

Table 1 shows there are differences in the scores for the implementation of academic supervision tasks. The highest score of 94.83% (55 teachers) is in the first indicator, namely "Giving an understanding of learning theory and educational learning principles". This means that the head of the madrasa has motivated his teachers when carrying out supervision. The lowest score of 84.48% (7 respondents) is in the seventh indicator, which is motivating teachers to use information technology in every subject. In other words, about 7 teachers stated that the madrasa principal did not guide them in the use of information technology in every subject.

The results showed that there were variations in the implementation of academic supervision tasks by the head of the madrasa in the three madrasas studied. This condition needs attention considering the importance of academic supervision to strengthen or develop teacher competence. The following is a discussion of the results of research on the implementation of academic supervision of madrasah principals, which are presented per indicator in sequence.

#### 4.1 Understand learning theory and educational principles of learning.

Understanding learning theory and learning principles for each subject is one indicator of the implementation of the madrasa principal's academic supervision. This understanding is important for the head of the madrasah considering his duties as a planner as well as the main implementer of academic supervision. The success of this academic supervision process will be realized if it is supported by the conceptual skills of the madrasa principal (Novianti, 2015).

The results of the study according to the majority of respondents, namely 94.83% or 55 teachers, showed that the head of the madrasah understood learning theory and educational learning principles. The madrasa principal's understanding of the development of learning theory and the principles of educational learning will facilitate the madrasa principal in guiding teachers. It is hoped that academic supervision whose

main target is the development of teachers' teaching skills can produce changes in teachers that have a major impact on the quality of learning.

#### 4.2 Guiding teachers in compiling teacher workbooks for each subject in accordance with the applicable curriculum.

The learning process is the core activity of the madrasa which is directed at the progress of the madrasa. The success of the learning process requires careful teaching preparation from teachers. In other words, teachers need to compile a teacher workbook, namely administrative plans and learning materials that are presented sequentially as part of the curriculum document before carrying out teaching. Guidance on the preparation of the teacher's workbook by the head of MAN Tolitoli according to the teacher has been carried out by the head of the madrasa. This is indicated by the answer "yes" as many as 54 teachers or 93.10%. In other words, the head of the madrasa has supervised the preparation of the teacher's workbook.

#### 4.3 Guiding teachers in choosing and using learning strategies/methods/techniques by looking at the lesson plans.

RPP is a plan that describes the procedures and organization of learning to achieve a basic competency that has been defined in the content standards and described in the syllabus (Susetya, 2017). The broadest scope of RPP includes one basic competency consisting of one or more indicators for one or more meetings. RPP serves as a reference for teachers to carry out learning activities to be more directed and effective (Zendrato, 2016). The elements include competency standards, basic competencies, learning objectives, teaching materials, time allocation, learning methods, and student characteristics. These elements are considered in determining the learning method.

Teacher guidance by the head of MAN Tolitoli related to lesson plans was carried out with a score of 86.21%. In other words, 13.79% of respondents or 8 teachers did not receive guidance in preparing lesson plans. This may happen if the teacher does not make lesson plans or the head of the madrasa as supervisor does not use lesson plans when supervising. This condition should not continue considering the central role of the RPP as described earlier. Uno (2009:3) adds that learning planning is important as a barometer of measuring the success or "failure"

of a lesson. In the context of supervision, lesson plans will inform teachers and supervisors of quality standards of learning. Thus, lesson plans help provide teacher teaching competency standards on certain subject topics as a basis for supervisors to conduct assessments. The results of the assessment become input for the development of the required teacher competencies, which when carried out will have an impact on improving the quality of learning.

#### 4.4 Planning supervision activities with teachers.

Academic supervision needs to be carried out systematically so that it can run well and achieve the goals set (Larasati & Sujanto, 2014). Consequently, academic supervision needs planning. The Directorate General of Teachers and Education Personnel (2019a: 18) mentions the scope of academic supervision planning, namely: (1) curriculum management, (2) preparation for implementation and assessment of learning by teachers, (3) achievement of graduation competency standards, process standards, content standards, and implementing regulations, and (4) reviewing the quality of learning. This planning should pay attention to the principles of objectivity, responsibility, sustainability, based on the National Education Standards (SNP), and based on the needs and conditions of the madrasa (Priansa, 2021).

The results showed that most of the teachers, 93.10% said that the head of MAN Tolitoli had planned their supervision and involved teachers in the process. This means that prior to the implementation of supervision, the madrasah principal confirms the teacher's willingness to be supervised and schedule joint supervision. Next, the head of the madrasah reviews the lesson plans, syllabus, checking procedures for teaching materials, teaching aids or media, as well as assessment tools that will be used by teachers in the learning process that will be supervised (Burhanuddin, 2005). If needed, the principal also helps the teacher plan learning which consists of the preparation, implementation, and evaluation phases.

#### 4.5 Monitoring the implementation of learning carried out by teachers.

Monitoring of learning activities is carried out for one academic year. This activity is important to ensure that learning is in accordance with the plan and leads to the achievement of the competencies that

have been targeted as stated in the lesson plans. According to most respondents (87.93%) madrasah principals have carried out learning monitoring.

Monitoring is a series of activities aimed at providing information about the causes and effects of a policy that is focused on the activities being implemented. The goal is to find out whether the ongoing activities are in accordance with the agreed plans and procedures. The results are useful for the process of further activities (BPPSDMK, 2017: 5).

#### 4.6 Evaluating learning activities carried out by teachers.

The results of the study according to the majority of teachers (91.38%) showed that the head of the madrasa had carried out an evaluation of learning activities. Sudijono (2006) explains that evaluation is (1) the process/activity of determining educational progress by comparing the level of achievement of educational goals with the goals that have been set, (2) efforts to obtain feedback. This feedback should really be followed up for the improvement of education. The evaluation implementation must follow the evaluation principles so that it can run optimally and in accordance with the evaluation objectives.

The head of the madrasa evaluates the ability of the teacher to teach during the learning process. The evaluation compares the actual teaching skills of teachers with those expected as stated in the lesson plans and the level of achievement of learning objectives. The ability to teach a good teacher requires mastery of the material being taught and also teaching techniques that are adapted to the characteristics of students. This requires mastery of knowledge, technology, pedagogy, and content (Directorate General of Teachers and Education Personnel, 2019b). Furthermore, the results of the evaluation of this learning activity will be input for the head of the madrasa to determine the next step of coaching.

#### 4.7 Motivate teachers to utilize information technology in each subject.

The development of teacher professionalism in the context of academic supervision does not only focus on increasing teacher teaching knowledge and skills, but also on renewing commitment, willingness, and work motivation (Directorate General of Teachers and Education

Personnel, 2019c). The motivation in this case is not only related to the issue of work ethic but also the use of information technology in learning. The results of the study according to most teachers (84.48%) showed that the head of MAN Tolitoli had motivated teachers to use Information Technology (IT). The use of IT in learning is an urgent demand today. The widespread flow of information and various sources of information make teachers not the only source of learning. However, teachers still have a strategic role in learning. Therefore, the use of information and communication technology in madrasas should start from a strategic starting point, namely the teacher (Miarso, 2004: 494).

## **5. CONCLUSION**

From the results of the above discussion, it can be concluded that the Head of MAN Tolitoli has carried out academic supervision. They understand Understanding learning theories and educational principles of learning; guiding teachers in compiling teacher workbooks for each subject within the framework of the 2013 curriculum; guide teachers in choosing and using learning strategies/methods/techniques by looking at the lesson plans; planning supervision activities with teachers, monitoring the implementation of learning; evaluate learning and motivate teachers to utilize information technology. Of the seven tasks, the task of understanding learning theory and teaching learning principles is the task with the highest implementation. On the other hand, the task with the lowest implementation is to motivate teachers to use information technology in every subject.

## **REFERENCES**

- Ametembun N.A. 1981. *Supervisi Pendidikan*. Bandung: Rama
- Arikunto, S. (2013). *Prosedur penelitian: Suatu pendekatan praktik*. Jakarta: Rineka Cipta
- BPPSDMK. (2017). *Pedoman monitoring dan evaluasi pembelajaran*. Jakarta: Pusat Pendidikan SdM Kesehatan Kementerian Kesehatan RI
- Direktorat Jenderal Guru dan Tenaga Kependidikan. (2019c). *Pengelolaan pendidik dan tenaga kependidikan (MPPKS-PTK)*. Jakarta: Kemdikbud. Pandit Isbianti, Dwi Esti Andriani 85

- Glickman, C.D., Gordon, S.P., & Ross-Gordon, J.M. (2010). *Supervision and instructional leadership: a developmental approach (11th ed)*. Boston: Allyn and Bacon.
- Hendarman, Revolusi Kinerja Kepala Madrasah, (Jakarta: PT.Indeks, 2015), h. 19.
- Istighfarotur Rahmaniayah, Pendidikan Etika ( Malang : UIN-Maliki Press, 2010 ), h.1.
- Jamal Ma'mur Asmani, Tips Menjadi Kepala Madrasah Profesional. (Yogyakarta: Diva Press, 2012), h.16.
- Larasati, A.M., & Bejo, S. (2014). Pelaksanaan supervisi akademik oleh kepala sekolah di SMP Negeri 269 Jakarta (2013).
- Maya H, Kesalahan-kesalahan Umum Kepala Sekolah dalam Mengelola Pendidikan. (Yogyakarta: Diva Press, 2012), h. 264
- Materi Penguatan Kepala Sekolah. 2011. Jakarta: Badan PSDMP dan PMP, Kemdiknas.
- Muhammad Kristiawan, Yuyun Yuniarsih, Happy Fitria, Nola Refika. (2019). SUPERVISI PENDIDIKAN, Penerbit Alfabeta, Bandung
- Novianti, H. (2015). Pelaksanaan supervisi akademik kepala sekolah dalam meningkatkan kinerja guru.
- Prim Masrokan Mutohar, Manajemen Mutu Madrasah. (Yogyakarta: Ar-ruz media, cet 1 2013), h. 241
- Priansa, D.J. & Somad, R. (2021). Manajemen supervisi dan kepemimpinan kepala sekolah. Bandung: Alfabeta
- Rukajat, Ajat. (2018). Pendekatan penelitian kuantitatif. Yogyakarta. DeePublish
- Sergiovanni, T. J., & Starratt, R. J. (1987). *Supervision: A re-definition (6th ed.)*. Boston: McGraw-Hill.
- Soetopo, Hendiyat, Wasty Soemanto, Kepemimpinan dan Supervisi Pendidikan, (Jakarta: Bina Aksara, 1984), 41-42.
- Sudarwan Danim, Inovasi Pendidikan dalam Upaya Peningkatan Profesionalisme Tenaga Kependidikan, (Bandung : Pustaka Setia, 2010), cet-2, h. 145
- Sudijono, Anas. (2006). Pengantar evaluasi pendidikan. Jakarta: PT. Raja Grafindo Persada.
- Sugiyono. (2014). Metode penelitian pendidikan, pendekatan kuantitatif, kualitatif, dan R&D. Bandung: Alfabeta
- Susetya, Beny. (2017). Meningkatkan kemampuan guru dalam menyusun silabus dan RPP melalui
- Uno, Hamzah. (2009). Model pembelajaran. Menciptakan proses belajar mengajar yang kreatif. Jakarta: Bumi Aksara

Zendrato, J. (2016). Tingkat penerapan rencana pelaksanaan pembelajaran di kelas: Suatu studi kasus di SMA Dian Harapan Jakarta. *Jurnal Scholaria*. 6(2), 58-73