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Implementation of Total Quality Management to Realize the Quality of Education at State X Elementary School, Cirebon, West Jawa

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Abstract

The general problem faced by state primary education is the low quality of education which has a negative impact on the low competency of its graduates, so that they unable to compete with other graduate to continue state secondary education. Total Quality Management (TQM) is integrated quality management that can answer the problem of low quality of education, meaning that implementing TQM is the right solution to realizing quality education in primary schools. TQM has long been applied to improve the quality of production of goods or services in business companies that are oriented towards customers satisfaction, but now TQM has been widely applied to overcome the problem of low quality education, such as in elementary schools. This research aims to find out an overview of the implementation of Total Quality Management to realize quality education at the XY Cirebon State Elementary School, West Java. The data collection techniques uses the Total Quality Management questionnaire and the Education Quality questionnaire. The TQM concept uses the concept of modern management theory from George Robert Terry (planning, organizing, actuacting, and controlling) and the quality of education uses the concept of Unicef. The sampling technique is simple random sampling, The number of research participants uses 22 people (teachers and educational staff). The data analysis technique uses simple descriptive statistical tests. The research results have shown that the implementation of TQM can improve the quality of education at XY Cirebon Elementary School, West Java.

Keywords: Total Quality Management, Education Quality, Elementary School

Abstrak

Persoalan umum yang dihadapi oleh pendidikan dasar negeri adalah rendahnya kualitas pendidikan yang berdampak negatif terhadap rendahnya kompetensi lulusannya, sehingga mereka tidak mampu bersaing dengan lulusan sekolah lainnya untuk melanjutkan pendidikan menengah negeri.Total Quality Management (TQM) merupakan manajemen mutu terpadu yang dapat menjawab permasalahan rendahnya kualitas pendidikan, artinya penerapan TQM sebagai solusi tepat untuk dapat mewujudkan kualitas pendidikan di sekolah dasar. TQM telah lama diterapkan untuk peningkatan kualitas produksi barang atau jasa di perusahaan bisnis yang berorientasi pada kepuasan pelanggan, namun kini TQM sudah banyak diterapkan untuk mengatasi persoalan rendahnya kualitas pendidikan seperti di sekolah dasar. Penelitian ini bertujuan hendak mengetahui gambaran implementasi Total Quality Management untuk mewujudkan kualitas pendidikan di Sekolah Dasar Negeri XY Cirebon, Jawa Barat. Teknik pengambilan data dengan menggunakan kuesioner Total Quality Management dan kuesioner Kualitas Pendidikan. Konsep TQM dengan menggunakan konsep teori manajemen modern dari George Robert Terry (perencenaan, pengorganisasian, pelaksanaan dan pengawasan) dan kualitas pendidikan dengan menggunakan konsep dari Unicef. Teknik pengambilan sampel dengan *simple random sampling*. Jumlah partisipan penelitian sebanyak 22 orang guru dan staf kependidikan. Teknik analisis data dengan menggunakan uji statistik deskriptif sederhana. Hasil penelitian telah menunjukkan bahwa implementasi TQM dapat meningkatkan kualitas pendidikan di SD Negeri XY Cirebon, Jawa Barat.

Kata Kunci: Total Quality Management, Kualitas Pendidikan, Sekolah Dasar

PENDAHULUAN

Total Quality Management (TQM) has become an important part implemented by every business organization with the aim of meeting costumer needs, has now TQM is also being applied in education institutions.[1][2][3] The reasons is that the progress of business organization is greatly influenced by the support of royal customers who have receive positive benefits from organization's service. If they can not get positive benefits, off course they will switch to other organization that are considered more profitable.Because the implementation of TQM is oriented toward customer satisfaction. On this basis, TQM has become an important activity orientation carried out by educational institutions, both state and private institutions. Both type of state and public education institutions are equally

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[1] Sallis, Edward. (2002). *Total quality management in education*. London: Routledge.
[2] Hadi, Abdul. (2018). Konsepsi manajemen mutu dalam pendidikan. *Modeling: Jurnal Program Studi PGMI*, 5 (2), 134-144.
[3] Mukhopadhyay, Marmar. (2020). *Total quality management in education*. New Dehli: Sage Publication.

interested in implementing. TQM to achieve quality education. 4, 5. because the community is the main market share and will be satisfied with the service.[4],[5],[6].

TQM is a management strategy for educational institution that focuses in achieving satisfacion for internal and external customers[7]. Internal costumers are costumers who come from people within the organization, while external costumers are those who come from outside the organization. Both type of costumers are equally important and are the main concern for an education institution. From time to time, education institution make efforts to monitor how they respond to the implementation of TQM. Any reaction, response or input from them become valuable input for evaluation always view every criticism, suggestion or costumer reaction positively. Because they are the sources of inpiratio and aspiration for improving TQM at every level of basic education such as elementary school or madrasah ibtidaiyah[8].[9].

The application of TQM as an effots to manage educational management that is scientific and modern, meaning that TQM was developed on the basis of empirical research that prioritizes the principle of management science. According tho Salis[10] and Mukhopadhyay[11] the implementation of TQM is based on management principles. According to George Terry[12], management activities include the POAC (planning, organizing, acting, and controlling). So every application of TQM in education uses the principles of planning, organizing, actuacting, and controling.Education planning is the earliest effort of what will be done in the future. What has been planned becomes the basis for being implemented concretely and completely. Therefore, a leader also attempts to organize elements

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[4] Savitri, Anne., Sipriyanto, Acgmad, & Timan, Agus. (2020). Penerapan manajemen mutu terpadu pada sistem penjaminan mutu pendidikan internal. *JAMP: Jurnal Administrasi dan Manajemen Pendidikan*, 3 (1), 38-51.

[5] Al-Fahmi, F. & Syafaatun, U. (2023). Analisis peran kepala sekolah dalam mengimplementasikan TQM di MI Nurohman. Al-Talim: Jurnal Pendidikan Agama Islam, 01 (01), 21-30. https://ejournal.stainupa.ac.id/index.php/altalim/article/view/12/12.

[6] Idem. Hadi, Abdul. (2018). Konsepsi manajemen mutu dalam pendidikan. *Modeling: Jurnal Program Studi PGMI*, 5 (2), 134-144.

[7] Idem. Mukhopadhyay, Marmar. (2020). *Total quality management in education*. New Dehli: Sage Publication.

[8] Ibid. Salis (2002).

[9] Ibid. Mukhopadyay (2020).

[10] Ibid. Salis (2002).

[11] Ibid. Mukhopadyay (2020).

[12] Terry, G. (2020). Prinsi-prinsip Manajemen. Jakarta: Bumi Aksara.

such as human resources (man), materals, finance (money), method, machines (technology) and marketing. If during carrying out any plannning there are errors, deviations or straightened out (repaired). It is important for educational management to make correction and improve it so that it is in accordance with the original plan. It is hoped that the implementation of TQM will have a significant impact, namely the realization of quality of education. Unicef mentions 5 aspects of educational quality, including: (a). learner's outside experience, (b). learning environment, (c) content of education, (d), learning proccess, and (e). education outcome [13].

The implementation of TQM is also expected to have an impact on the quality of learning which is characterized by teachers making learning plans, mastering subject matter, carrying out learning (teaching and learning) according to syllabus, creating a conducive learning atmosphere and motivating students to achieve the best learning achievements [14]. School leaders are responsible for ensuring that TQM is truly implemented with the aim of realizing quality education in schools, [15], [16]. School leaders also ensure that teachers are committed to implementing TQM, such as making teaching plans by creating a syllabus (semester learning plan). If something goes wrong in carrying out the planning, it must be immediately corrected, repaired and controlled in such a way that it meets the original objectives.

The implementation of TQM is expected to have a positive impact, namely the realization of the quality of education felt by students, [17], [18]. On the contrary, the ability to implement TQM actually couses a decline in the quality of education. In this case, there are still many elementary schoola that are unable to implenent TQM well, which causes low quality of education. Based on this idea, the resr\earch wants to analyze how TQM is implemented to improve the quality of education at

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[13] Ibid. Mukhopadyay (2020).

[14] Prawatiningsih, Desty & Asia, Nur. (2022). Kualitas pembelajaran e-learning berdasarkan persepsi mahasiswa. *JAMP: Jurnal Administrasi dan Manajemen Pendidikan*, 5 (1), 25-35. http://journal2.um.ac.id/index.php/jamp/issue/view/1247.

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https://radenwijaya.ac.id/jurnal/index.php/PSSA/article/view/599.

[17] Ibid. Syukron (2016).

[18] Ibid. Sumardi, (2022).

State X Cirebon Elementary School, West Jawa.

RESEARCH METHODS

This reasearch uses a descriptive quantitative approach. Research participants consisted of school principals, teachers and administrative staff. The sampling technique is simple random sampling, a sampling technique based on the case of collecting data from participants who are easy to reach in the field [19]. The number of participants was 22 people located at State X Elementary Schhol, Cirebon, West Jawa. The data collection technique uses a questionnaire using a Likert Scale with 4 options. The questionnaires are in the form of TQM questionnaire and an education quality questionnaire. The TQM questionnaire refers to the management theory concept of George Robert Terry. [20] Which includes aspect of (a) planning, (b) organizing, (c) actuacting, and (d) controlling.The questionnaire consist of 5 statement items with 4 choices, namely Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD).

The educatin quality qustionnaire refers to the concepts of Unicef Theory [21] which consist of 5 aspect, namely: (a) learner's outside experience, (b) learning environment, (c) content of education, (d) learning process, (e) education outcome. The education quality questionnaire consist of 5 statement items with 4 choices, namely Strongly Agree (SA), Agree (A), Disagree (DA), and Strongly Disagree (SD). The data analysis technique uses simple descriptive statistic, namely percetage calculations.

RESULT AND DISCUSSION

The number of research participants was 22 people consisting of teachers and educational staff. There were 9 men (49, 1 %) and women (50,9 %). Age range between 20-60 years. Married status was 1 people (94, 5 %) and 1 person was not married and 9 people (5,5%). There were 13 people with bachelor's degrees (54,5 %) and 9 people with master's degrees (45,5%), 2 people had 0-10 years of work experience, 2 people (22,7 %) had 11-20 years of work experience, 2 people (22,7 %), had 21-30 years of work experience and 9 people (45,5%) had 30-40 years of

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[19] Sugiyono, S. (2011). *Metode penelitian Kualitatif dan R & D*. Bandung: Alfabeta.
[20] Ibid. Terry (2020).
[21] Ibid. Mukhopadhyay, (2020).

experience.

Table 1. Participant Characteristic

No.	Participant	Amount	Percentage
1	Sex		
	Male	9	40, 9 %
	Female	13	59,1 %
2	Age		
	20-30	2	9,1 %
	31-40	2	4,5 %
	41-50	3	13, 6 %
	51-60	16	72,7 %
3	Status		
	Marriage	21	95,5 %
	Single	1	4,5 %
4	Education		
	S1 – Bachelor	13	54,5 %
	S2- Master	9	45,5 %
5	Work		
	Teacher	21	95,5 %
	Administrative Staff	1	4,5 %
6	Experiences		
	0-10 years	2	9,09 %
	11-20 years	5	22,7 %
	21-30 years	5	22,7 %
	More 30 years	10	45,5 %

Table 2. Result of Total Quality Management

No	Statement	A	%	SA	%
1.	The school has planned educational activities to develop the quality of education.	1	4,5 %	21	95,5 %
2.	The school has implemented educational activity planning in accordance with school leadership policies.	3	13,6 %	19	86,4 %
3.	The school tries to organize every educational activity by involving teachers, administrative staff and other staff.	3	9,1 %	20	90,9 %
4.	The school tries to control every educational activity so that it is accordance with the school's goal and expectations.	2	9,1 %	20	90,9 %
5.	The school strives to improve educational activity services from time to time.	3	13,6 %	19	86,4 %

Table 3. Quality of Education

No	Statement	A	%	SA	%
1	Every student gains positive learning experiences both in the classroom and outside the classroom.	1	4,5 %	21	95,5 %
2	Every student gets the same opportunity to enjoy the educational facilities and infrastructure at school.	-		22	100 %
3	The lesson material is in accordance with the curricullum provisions set by Ministry of Education and Culture of the Republic of Indonesia.	1	4,5 %	21	95,5 %
4	Every teacher pays attention to the quality of the learning process to create a positive classroom climate.	4	18,2 %	18	81,8 %
5	Every educational activity aims to produce superior graduate competencies in society.	1	4,5 %	21	95,5 %

Total Quality Management is a combination of 3 terms, namely Total, Quality and Management. Total is interpreted as an integrated and comprehensive effort from all human energi to achieve the best results. Quality is the condition of fullfilling needs is accordance with expectation, even exceeding customer expectations. Quality is the condition of a good or services that is able to meet customer expectations. If a good or service does not meet customer expectations, then the good or service is considered to be of low quality. Of course, this quality must be consistent from time to time, and even improve is quality so that it can meet customer expectation.[22] Total Quality Management has become a need that must be net by every educational instution. Because TQM is able to provide positive canges to the mindset, attitudes, actions and policies taken by a leader.[23],[24] TQM as a phylosophy is able to influence the perspective of how a leader manages a quality educational institution.[25] Educational intitutions are organizational institutions that are managed by applying modern management principles. Therefore, the implementation of integrated quality assurance management aims to achieve

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[22] Ibid. Sallis (2002).
[23] Ibid. Mukhopadyay (2020).
[24] Campos, Nicca Jurah., De Verra, Aurea Angelica., Gonzales, Errika Jielle,. & Guevarra, John Martin. (2022). Impact of quality commitment in the implementation of total quality management in Hensa Rubber Corporation: A study Cases. http://dx.doi.org/10.2139/ssrn.40.22749.
[25] Bafadal, Roesminingsih & Sumbawati, (2022). Implementasi kepemimpinan pembelajaran untuk mewujudkan mutu sekolah. *JAMP*: *Jurnal Administrasi dan Manajemen Pendidikan*, 5 (1), 77-86. http://journal2.um.ac.id/index.php/jamp/issue/view/1247..

eduactional quality. This is in line with the results of research conducted by Anwar[26], Pranilsa & Monika [27] and Al Fahmi & Syafaatun [28] namely that the implementation of integrated quality assurance management will be able to realize the quality of education in schools. George Robert Terry[29] states that the application of modern management principles includes planning, organizing, actuacting and controlling to achieve goals. Therefore, the implementation of integrated quality assurance management aims to achieve eduacational quality. This is in line with the results of research conducted by Anwar[30], Ptanilsa & Monika[31] and Al-Fahmi & Syafaatun[32] namely that the implementation of integrated quality assurance management will be able to realize the quality of education in schools.

Management is a comprehensive activity that starts from planning, organizing, actuaction and controlling to achieve certain goals[33]. [34]. TQM is integrated quality management which includes aspects of planning, organizing, actuacting and controlling to realize quality education. Planning is a predetermined list of activities that will be carried out in the future.[35] . The planning aspect is represented in the statement "the school has planned educational activities to develop the quality of education". The number of participants who chose the strongly agree option was 21 people (95,5 %). This means that participants strongly agree that the school has planned educational activities well in order to achieve quality education. Organizing is a leader's effort to distribute roles, duties and responsibilities to each staff (division, section or unit) according to their abilities.

[26] **A**nwar, Khoirul. (2018). Peran system penjaminan mutu Pendidikan dalam meningkatkan mutu pendidikan di madrasah. *Tadibuna: Jurnal Pendidikan Agama Islam, 1 (1).* http://jurnal.unissula.ac.id/index.php/tadibuna/article/view/3739.

[27] Pranilsa, Fenia. & Monika, Marina Selfia. (2022). Pengaruh manajemen sekolah terhadap mutu pendidikan sekolah dasar. *Jurnal Pendidikan Glasser*, 6 (2), 262-266. DOI: https://doi.org/10.32529/glasser.v6i2.2011. https://lonsuit.unismuhluwuk.ac.id/glasser/article/view/2011.

[28] Al-Fahmi, F. & Syafaatun, U. (2023). Analisis peran kepala sekolah dalam mengimplementasikan TQM di MI Nurohman. Al-Talim: Jurnal Pendidikan Agama Islam, 01 (01), 21-30. https://ejournal.stainupa.ac.id/index.php/altalim/article/view/12/12.

[29] Ibid. Terry (2020).

[30] Ibid. Anwar (2018).

[31] Ibid. Pranilsa & Monika (2022).

[32] Ibid. Al-Fahmi & Syafaatun (2023)

[33] Ibid. Terry (2020).

[34] Savitri, Anne., Sipriyanto, Acgmad, & Timan, Agus. (2020). Penerapan manajemen mutu terpadu pada sistem penjaminan mutu pendidikan internal. *JAMP: Jurnal Administrasi dan Manajemen Pendidikan*, 3 (1), 38-51.

[35] Ibid. Terry (2020).

[36]. Organizing is contained in the statement" the school tries to organize every educational activity by involving teachers, administrative staff and other staff". The number of participants who chose strongly agree was 20 people (90,9 %). This means that the participants admitted tat they strongly agreed that the school had carried out the organization of educational activities involving school leaders, teachers and administrative staff well. Implementation is every activity that involves all members of the organization to work optimally, sincerely and responsibly in order to achieve previosly set goals.[37] The implementation aspect is reflected in the statement " the school has implemented educational activity planning in accordance with school leadership policies", 19 participants (86,4 %) chose the strongly agree (SA) option. This means that they strongly agree that the school has implemented educational activity planning is accordance with school leadership policies.

Control is the process of controlling every activity carried out by members, staff or divisions that they can carry out their duties and responsibilities to achieve the best quality of education in accordance with previous objectives [38]. The controll aspect is manisfested the statement" the school tries to controll every educational activity to that it is in accordance with the school's goals and expectations". The number that the participants strongly agree that the school tries to control every educational activity in accordance with the school's goals and expectations. The follow-up to the control aspect is improving educational services to achieve customer satisfaction, which is manisfested in the statement" school strive to improve educational activity services from time to time in order to achieve customer satisfaction". The participants indicated strongly agree as many as 19 people (84,6 %). This means that participants strongly agree that schools always improve educational services to achieve customer satisfaction. Customers feel satisfied because the school has been able to achieve quality education.

Unicef, a world education funding institution states that three are 5 important components that influence the quality of education, including: (a) learner's outside experience, (b) learning environment, (c) content of education, (d) learning process,

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[36] Ibid. Terry (2020).
[37] Badrudin, B. (2015). *Dasar-dasar manajemen*. Bandung: Alfabeta.
[38] Ibid. Terry (2020).

(e) education outcome, (e) educational outcomes[39]. Learner's outside experience means that a learner is expected to have important experience that is useful for building his or her competence. When someone has become a learner in an educational i X nstitution, then he has opened his life to learning new knowledge, skills and experience. The learner's outside education aspect is represented in the statement " every student gets positive learning experiences both in the classroom and ouside the classroom.". The number of participants who chose strongly agree was 21 people (95, 5 %). This means that all this time, State X Elementary School, Cirebon, West Jawa has tried to implement learning inside and outside the classroom that its students find enjoyable.

A learning environment is a truly conductive learning environment that motivates a student to master a particular scientific field. The physical learning environment is realized by the availability of facilities and infrastructure that can be enjoyed by students. They get the same opportunity to support learning to achieve the best learning achievements. The learning environment aspect is represented by the statement: every student gets the same opportunity to enjoy educational facilities and infrastructure at school". The number of participants who chose strongly agree was 22 people (100 %). This means that students receive the same, fair and equitable treatment in utilizing educational facilities and infrastruture at State X Elementary School, Cirebon, West Jawa.

Content of education is scientific material that is the focus of learning that a teacher wants to teach to students. It is important for a teacher to master the scientific field that will be taught to students. Likewise, it is important for a student to learn directly from expert, namely teachers who are compotent in their field. Concretely, the content of education is stated in the statement" lesson material is in accordance with the curriculum provisions set by the Ministry of Education of the Republic of Indonesia", with a choice of 100 %. This means that State X Elementary School, Cirebon, West Jawa, trully adheres to the principles in implementing the curriculum determined by Ministry of Education of the Republic of Indonesia.

The learning process is the process of teaching and learning activities carried out by teachers towards students. The learning process takes the form of active

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[39] Ibid. Muhkopadhyay (2020).

interaction between both parties. A teacher is an individual who is an expert in his field, so he is tasked and responsible for transferring all knowledge, skills and experience to students[40]. The learning process can be carried out indoor, but can also be carried out outside the classroom. In this research, the learning process is representesroomd by the statement " every teacher pays attention to the quality of the learning process to create a positive classroom climate." The number of participants who chose strongly agree was 18 (81,8 %). This means that every teacher tries in such a way to create a positive classroom climate that can support learning for sttudent who are capable in their fields are those who have superior graduate competencies in society[41]. In this research, educational outcomes are represented in the statement " every educational activity aims to produce superior graduate competencies in society ". The number of participants who chose this statement was 21 people (95,5 %). This means that state X elementary school, Cirebon, West Jawa has tried to carry out eduactional activities with the aim of realiazing superior graduate competencies in society.

Figure 1. TQM Implementation Model to Realize Educational Quality
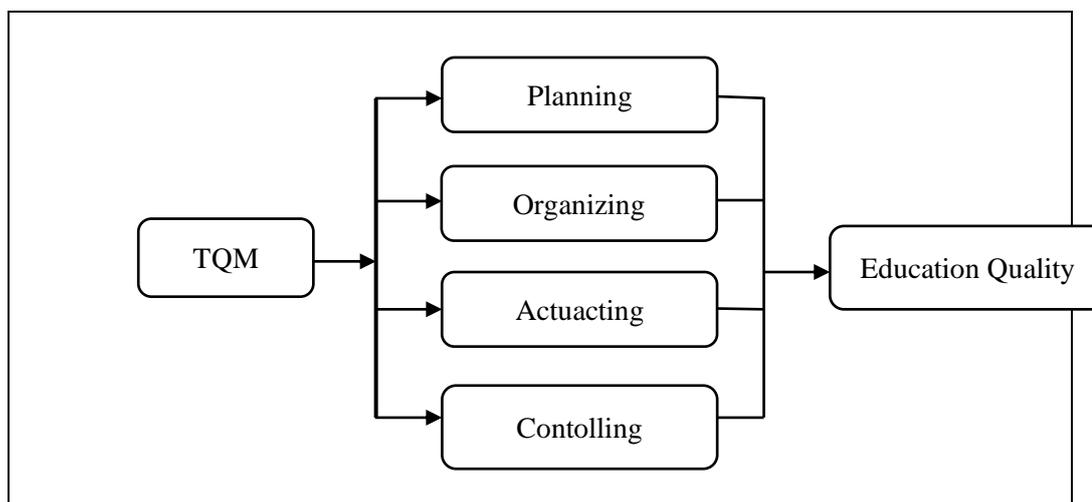
The image above explains that TQM has a big goal in realizing education that has high quality, so that in the process before producing quality education, a process must be carried out in its implementation.

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[40] Mahmood, W., Ismail, S. N., & Omar, M. N. (2024). Mediating role of school climate and job satisfaction in total quality management and school performance. *Malaysian Journal of Learning and Instruction*, *21*(2), 117-146.
[41] Liu, B., & Zhang, L. (2024). The Role of Physical Exercise in Improving College Students' Psychological Quality Under the Background of Ideological and Political Education. *Revista de Psicología del Deporte (Journal of Sport Psychology)*, *33*(3), 84-92.

CONCLUSION

The implementation of TQM is able to realize the quality of student education at State XY Elementary School, Cirebon, West Jawa. The implementation of TQM using modern management principles sych as planning, organizing, actuacting and controlling can be carried out well, so as to realize the quality of education at State X Elementary School, Cirebon, West Jawa. The quality of education includes: (a) learner's outside, (b) learning environment, (c) content of education, (d) learning process, (e) education outcome. The school principal has implemented Total Quality Management which includes planning, organizing, actuacting and controlling activitis strictly by paying attention to standard operating procedures to ensure that TQM is running well to realize quality of education in the school she leads. Teachers and educational staff pay attention to and support each principal's policy in implementing Total Quality Management, so that a quality education is realized whose positive impact is felt by students. Teachers make learning preparations through semester learning plans (syllabus), implemenation of learning, upervision and improvement of student learning outcome from time to time, so that studnts can achieve the best learning achievement.

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12 Agustus 2025
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Singing Activities to Develop Well-being of Students in State Primary School X, Tegal Bedug, Lelea, Indramayu, West Java

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Abstract: Student Well-being is the psychological well-being felt by a student while carrying out their duties and responsibilities as a student who masters the scientific field taught by teachers at school. Every student is expected to have a psycho-emotional condition that motivates him to really study diligently and be able to show the best academic achievement. Student well-being can be developed through activities that are interesting, fun, and happy for each individual, such as singing. This research activity involved elementary school students (N=32). This activity uses an experimental approach, which includes 3 stages, namely pre-activity, activity, and post-activity stages. The data collection technique uses a student well-being questionnaire and is given during the pre-test and post-test. The data analysis technique uses a difference test (t-test), namely, differentiating the results of the pre-test and post-test. The results of the activity show that singing activities can develop student well-being in elementary school students.

Keywords: sing, student well-being, primary school.

1. INTRODUCTION

According to Sarwita (2024), a village head that the students of Tegal Bedug Village State Elementary School, Lelea, Indramayu, West Java are children who are mostly raised and educated by biological fathers without the presence of their mothers, because the mothers have traveled abroad. The mothers have left their villages. They migrate to work as female workers in Hong Kong, Taiwan, Japan, Saudi Arabia, or other countries. In fact, they are forced to work abroad, all to meet their family's financial needs. Indeed, those who have worked as TKW (female workforce) have succeeded in sending money to their families. However, sometimes, the husband who is at home is unable to care for, educate, and develop the children at home. They are tired, tired and unenthusiastic, after working all day in the rice fields, gardens, or as private employees. So, it can be said that most children do not receive serious attention from both parents, both father and mother.

Parents still carry out their respective roles as fathers and mothers for children, but they are not able to carry them out optimally, so that children do not receive good parental education at home. The father is physically present and meets face to face with the children at home, but the father's presence does not have a positive influence on the development of his children. His father did not play his father's role in being disciplined, consistent, and leading the children to develop their full potential. Likewise, most of the mothers are unable to be physically present to care for the children, because they have worked as migrant workers abroad. Of

course, this condition of lack of parental attention and affection affects the psychological life of children at home and at school. They do not have good psychological well-being at school (Zhang, & Carciofo, 2021).

The psychological well-being felt by an individual who is studying at school is called student well-being. Student well-being is a psychological state characterized by feelings of happiness, joy, enthusiasm, optimism and joy in facing future life (Wong, Liem, Chan et al, 2024). They have strong self-confidence that they are able to realize their dreams as best they can (Kaplan, & Maehr, 1999; Renshaw, & Bolognino, 2016; Zhang, & Carciofo, 2021). A student who has psychological well-being is characterized by a strong drive to be active in learning activities guided by teachers at school. He has a passion for learning and is motivated to learn every lesson taught by his teachers (Thomas, Ross, & Ruzek, 2025). If there are school lessons or homework given by his teachers, then he tries hard to complete them well, so that he gets the best learning achievement (Wong, Liem, Chan et al, 2024). Therefore, it is important for every student to develop student well-being so that they can continue their education and achieve good learning achievements at school (Wong, Liem, Chen et al, 2024; Fenech, 2024).

The problems experienced by partners can be expressed by the head of Primary School, Tegal Bedug Village, Indramayu, West Java who felt that the students felt less enthusiastic, optimistic and not confident in facing their future. They think in the short term that they only want to go to elementary school, and do not have much hope of being able to continue their education to junior high school or a higher level of education, because parents do not pay serious attention to their biological children. Parents do not demand much from their children. If children have only graduated from elementary school, that's okay; the important thing is that they have already attended school. They can read and write. After that, they work according to their wishes, and there is no need for them to pursue higher education.

The condition of students who do not have a better future orientation is a condition that should not be allowed to continue, but requires serious and professional intervention efforts to bring about changes in the lives of students. Intervention actions must be carried out immediately, professionally, and systematically by experts to make concrete changes in thinking, attitudes, and actions in children (Keane & Linnenbrink-Garcia, 2025). They need to obtain information, knowledge, and insight that can change the mindset from pessimistic to optimistic, feelings of inferiority change to self-confidence, passive attitudes become active attitudes, and change non-productive behavior into productive behavior. In this case, how to provide intervention so that positive changes occur in the lives of elementary school students. Intervention can be done by adjusting to the interests, pleasures, and needs of students. One of the characteristics of the interests, pleasures, and needs of elementary school students is singing activities (Gooding & Ferrer, 2024). So singing is one of the fun activities given to students. In this case, it is necessary to formulate whether singing activities can be used effectively to develop subjective well-being in elementary school students?

2. METHODS

Singing activities are carried out in the classroom. Singing activities are carried out individually and in groups. Every student gets the opportunity to learn, practice, and sing. They get the same opportunity to develop their singing skills. The students are trained seriously, professionally, and responsibly, so that they have confidence in their potential and competence in singing well.

There are 3 implementation steps, namely pre-activity, activity, and post-activity. Pre-activity means that students receive a pre-test in the form of filling out a student well-being questionnaire. The activity is a singing activity that involves all students who take part in this community service activity. Post-activity, students are given the opportunity to fill out a questionnaire. The number of research participants was 32 students, male (14 people) and female (18 people), aged 10-12 years, actively registered students at SD Negeri X, Tegal Bedug, Lelea, Indramayu, West Java.

Table 1. Design of Experiment

Respondent	Pre-activity	Activity	Post-activity
Primary School Students	Pre-test: Student Well-being Questionanry	Singing	Post-test: Student Well-being Questionanry

The data collection technique uses a student well-being questionnaire. The questionnaire consists of 10 items with options namely SA (strongly agree), A (agree), DA (Disagree), and SDA (Strongly Disagree). Favorable items with scores are SA = 4, A = 3, DA = 2 and SDA = 1. One example of a favorable item is: I am encouraged to study hard to achieve the best performance at school. while the unfavorable items have a score of SDA = 1, DA = 2, A = 3 and SA = 4. One example of an unfavorable item is: I feel bored following lessons at school. Meanwhile, data analysis uses different test techniques, namely differentiating the pre-test results from the post-test.

3. RESULTS AND DISCUSSION

3.1 Results

Table 2. Result of Experiment

Respondent	Pre-activity	Activity	Post-activity
Primary School Students	Pre-test: Student Well-being Questionanry	Singing	Post-test: Student Well-being Questionanry
	M = 655/32 = 20,47 (N = 32)	V	M=899/32=28,1 (N =32)

3.2 Discussion

Obtained pre-test results of 20.47, while the post-test result was 28.1. This means that the pre-test results (M = 20, 47) are smaller than the post-test results (M = 28.1). There was an increase in the pre-test score to the post-test result of 7.63. The results of the activity showed that singing activities were considered capable of having an influence on increasing the value of student well-being for elementary school students. The pre-test score is smaller than the post-test score, meaning there is an increase in the pre-test score compared to the post-test score. The increasing value of singing activities is in line with the views of experts (Smith, Kleinerman &

Cohen, 2022; Davies, Bentham & Duah, 2023; Hilbers, 2023) who state that singing together is a pleasant experience that can build experiences of togetherness, cohesiveness, cooperation, friendship, and happiness. Singing is a sound art activity characterized by expressing thoughts, feelings, and experiences in the form of poetry, words, or sentences that are enjoyable for a person or group of singers.

Singing activities can also bring happiness to other people who hear the singing. Other people also feel the psychological atmosphere, thoughts, and feelings of the poetry being sung. Of course, it is hoped that the contents of the song's lyrics contain positive values, teachings, or statements, words, or sentences. If the content of the song's poetry is negative (for example, the content of the poetry is in the form of groans, sadness, or sorrow), then the listener of the song will feel a negative mental, emotional, or mental mood (Brodsky, 2021; Ramos & Mello, 2021). Therefore, someone who wants to sing a song must be able to be wise in choosing a song, meaning they must be able to pay attention to the content of the song's lyrics. If a singer wants to have a positive influence on listeners through the songs he sings, then he must choose songs whose poetry contains positive values (Chee, Leung, & de Vries, 2022).

Student Well-being is the psychological well-being felt by a student, so that the student is able to carry out their duties and responsibilities well (Zhang & Carciofo, 2021). Psychological well-being changes a person's form of happiness in life. A student feels happy as a student who seriously carries out his duties and responsibilities to improve his academic competence at school. A student realizes that he is a young individual by equipping himself with the knowledge and skills needed to face a better future. Student well-being is a eudemonic concept of happiness (Schutte, Wissing, & Khumalo, 2013; Cromhout et al, 2022).

Student well-being must be an important concern for every school principal and teacher. They, as teachers, are expected to be supportive and respectful and motivated to achieve the best academic achievements (Lee & Jang, 2025). The school principal develops policies so that students can feel happy at school. Teachers can build social support that makes students feel cared for and valued because they are an important part of contributing to the advancement of their school. Since the beginning as new students, they have been accepted, cared for, and appreciated by the principal, teachers, and education staff, so that students feel that they are an important part and have the right to receive satisfactory academic services. If they feel satisfied with the administrative services and academic services at their school (Maslihah & Rachmi, 2018).

Students' psychological well-being can be stimulated with fun activities, such as singing. Singing is one of the fun activities to build students' psychological well-being (Sari & Yeni, 2021; Miranda, 2021). They still need guidance from teachers to position themselves appropriately. They are taught, trained and guided to develop happiness while being school students. If they are still unable to feel happy, then the teachers will continue to help their students build their mindset. Singing activity becomes an ongoing activity to be sung continuously at every teaching and learning opportunity in class. Students can grasp the meaning and meaning of the lyrics of the songs they sing.

Happiness is subjective and can be felt individually. An individual has a positive perspective towards himself and towards others. A positive outlook is characterized by a positive self-concept which can be built through singing activities (Sari & Yeni, 2021; Garrido, du Toit, & Meade, 2022; Dariyo, 2023). If every individual in a group equally feels happiness, then happiness is felt collectively. They have the same experience of collective happiness. Collective happiness can be realized through pleasant collective experiences, such as the experience of singing together. Indeed, singing activities can be done individually, but they can also be done collectively. Together they are taught, trained, and guided to have the same collective experience, namely singing (Davies, Bentham & Duah, 2023; Hilbers, 2023).

If singing activities are carried out continuously, persistently and consistently by students with the guidance of teachers, they build an emotional bond between the students and teachers which allows them to unite as an academic family at school. Emotional attachment is a bond that is built through intensive social interaction between adults and children over a certain period of time, so that both need each other and work together to develop competence in the future (Goldberg, Muir & Kerr, 2009; Fearon, & Roisman, 2017; Miranda, 2021). A teacher who has an emotional bond with students will be serious, enthusiastic and committed to teaching, educating and developing students in order to prepare students for a better future. Students who have an emotional bond with their teachers will become students who carry out their duties and responsibilities as students who learn from their teachers as well as possible (Ruth & Müllensiefen, 2020).

Singing activities can be carried out by a teacher as a real effort to build subjective well-being for students (Han et al, 2025). Teachers can choose songs that have positive lyrics and are easy to sing together with students. If possible, a teacher can create songs and the contents of the lyrics are adjusted to the goals to be achieved to realize subjective well-being for students. Singing activities can be made a habit every day by a teacher. He can use the time in each lesson by inserting special time to sing a song to create a comfortable and pleasant classroom atmosphere. A positive and conducive classroom atmosphere will be able to raise the teacher's enthusiasm in teaching students. A positive and conducive classroom atmosphere can raise students' enthusiasm for learning, so that they are able to achieve the best learning achievements (Zyberg & Schwabsky, 2020; Lin, Jin, & Yang, 2024; Katsantonis, 2025).

4. CONCLUSION

The Elementary School Singing activities together can develop student well-being in elementary school students. The activity of singing together provides a fun experience that is shared by the students, so that they can build cohesiveness, cooperation, and commitment to carrying out positive activities in the future.

Teachers can design, create, and utilize moments of singing together to build cooperative unity for elementary school students.

They can choose songs that contain poetry that contains positive values that have a positive impact on their students.

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PERJANJIAN
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PERIODE I TAHUN ANGGARAN 2025
NOMOR: 0756/Int-KLPPM/UNTAR/VII/2025

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Peran Supervisi Klinis Pendidikan Untuk Mewujudkan Kualitas Pembelajaran di Sekolah Dasar Luar Biasa

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Abstract

The main problem faced by young teachers is their inability to carry out their teaching duties and responsibility is the classroom, as a result of which the quality of learning felt by the students is not achieved. Therefore, a young teacher need to receive clinical supervision which aims to improve the competence of young teacher so that they are able to solve teaching problems well. This research aims to determine the role of educational clinical supervision in realizing the quality of learning for young teachers in special elementary school. This research uses a qualitative-descriptive approach. Qualitative - descrptive data collection techniques using interviews, observation and documentary notes. The sample was selected using a purposive sampling technique, namely according to certain criteria (yong teacher, zero experience, work in special elementary school). The analysis technique uses a thematic approach in the context of Interpretative Phenomenological Analysis (IPA). The result of the research show that clinical supervision of education is felt by young teachers so taht it can realize the quality of learning in special elementary school.

Keywords: *education clinical supervision, learning quality, special elementary school*

Abstrak

Permasalahan utama yang dihadapi oleh guru muda adalah ketidakmampuannya dalam menjalankan tugas dan tanggung-jawab pengajaran di kelas, akibatnya tidak tercapainya kualitas pembelajaran yang dirasakan oleh para peserta didik. Karena itu, seorang guru muda perlu memperoleh supervisi klinis yang bertujuan untuk meningkatkan kompetensi guru muda agar mampu menyelesaikan masalah pengajaran tersebut dengan baik. Penelitian ini bertujuan untuk mengetahui peran supervisi klinis pendidikan untuk mewujudkan kualitas pembelajaran pada guru muda di sekolah dasar luar biasa. Penelitian ini menggunakan pendekatan kualitatif-deskriptif. Teknik pengambilan data kualitatif-deskriptif dengan wawancara, observasi dan catatan dokumuntasi. Pemilihan sampel dengan teknik *purposive sampling* yaitu sesuai dengan kriteria tertentu. Teknik analisis dengan menggunakan pendekatan tematik dalam konteks *Interpretative Phennomenological Analysis* (IPA). Hasil penelitian menunjukkan supervisi klinis pendidikan dirasakan oleh para guru muda sehingga dapat mewujudkan kualitas pembelajaran di sekolah dasar luar biasa.

Kata-kata kunci: *supervisi klinis pendidikan, kualitas pembelajaran, sekolah dasar luar biasa*

PENDAHULUAN

Kualitas pembelajaran merupakan proses interaksi positif anatara seorang guru dengan para murid yang berlangsung selama kegiatan belajar-mengajar di ruang kelas.[1] Baik guru maupun para murid dapat merasakan suasana pembelajaran yang memacu motivasi mereka untuk terus-menerus mewujudkan tujuan tertentu. Bagi seorang guru, maka tujuan yang dicapai adalah menyampaikan materi pelajaran yang dapat dipahami dan dikuasai dengan baik oleh para murid sebagai peserta didik. Bagi seorang murid, maka tujuan yang hendak dicapainya adalah menguasai materi pelajaran dengan baik, sehingga ia siap menghadapi tugas-tugas, kuiz atau ujian dengan sebaik-baiknya, serta mencapai prestasi akademik terbaik.[2, 3]

Kualitas pembelajaran yang positif harus diwujudkan oleh seorang guru professional dengan sebaik-baiknya. Karena seorang guru wajib memahami dan mengelola pembelajaran positif di kelas. Pembelajaran yang berkualitas ialah pembelajaran yang mampu memotivasi siswa untuk belajar tekun dalam mewujudkan prestasi belajar terbaik.[4] Pembelajaran yang berkualitas dikelola dengan menggunakan prinsip manajemen ilmiah. Pengelolaan pembelajaran (*learning management*) merupakan kegiatan manajemen pembelajaran yang meliputi perencanaan pembelajaran (*plann*), pengorganisasian (*organizing*), pelaksanaan pembelajaran (do / *actuating*), pengawasan pembelajaran (*controlling*), dan peningkatan pembelajaran. Setiap tahapan perlu diperhatikan dengan seksama oleh seorang guru, karena rangkaian manajemen pembelajaran bersifat kontinuitas dan terintegrasi dengan visi-misi sekolah. Artinya seorang guru harus sadar bahwa kegiatan pembelajaran yang sedang dijalankan tersebut merupakan implementasi dari visi-misi sekolah, di mana ia bertugas sebagai seorang pendidik professional. Visi sekolah merupakan pandangan, impian atau cita-cita jauh ke depan yang hendak diwujudkan secara konkrit oleh

[1] Waidah, A.F.N., Naimah, Naimah & Utami, Dian Tri. (2022). Peningkatan kualitas pembelajaran online melalui strategi komunikasi efektif selama pandemic covid-19. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 6 (4), 3418-3428. DOI: 10.31004/obsesi.v6i4.1615.

[2] Affuso, G., Zasonne, A., Esposito, C., at al, (2023). The effect of teacher support, parental monitoring, motivation and self-efficacy on academic performance over time. *European Journal of Education Psychology*, 38, 1-23. https://link.springer.com/article/10.1007/s10212-021-00594-6.

[3] Albulescu I, Labar A-V, Manea AD, & Stan C. (2023). The Mediating Role of Anxiety between Parenting Styles and Academic Performance among Primary School Students in the Context of Sustainable Education. *Sustainability*. 2023; 15(2):1539. https://doi.org/10.3390/su15021539.

[4] Hayani, Sari Nur & Sutama, Sutama. (2022). Pengembangan perangkat dan model pembelajaran berbasis TPACK terhadap kualitas pembelajaran daring. *Jurnal Basicedu,* 6 (2), 2871-2882. https://jbasic.org/index.php/basicedu/article/view/2512/pdf.

seorang pemimpin dan tim pendukungnya. Visi sekolah diturunkan ke dalam misi-misi yang lebih konkrit yang ditandai dengan indikator-indikator tertentu, sehingga lebih mudah untuk dicapai dalam kegiatan-kegiatan tertentu.

Meskipun demikian, adakalanya, ditemukan permasalahan serius yang dihadapi oleh guru muda yang masih nol pengalaman dalam menjalankan tugas dan tanggung-jawab sebagai pendidik, pengajar atau pembimbing murid di sekolah. Mereka belum mampu untuk menjalankan pengelolaan pembelajaran dengan baik di kelas, sehingga mereka seringkali melakukan kesalahan-kesalahan selama menjalankan tugasnya sebagai guru, misalnya ketidakmampuan membuat perencanaan pembelajaran, ketikdakmampuan dalam menjalankan kegiatan pembelajaran, atau mungkin ketidakmampuan dalam melakukan evaluasi pembelajaran. Akibatnya mereka belum mampu mewujudkan profesionalitas guru.[5] Hal-hal yang demikian perlu segera diatasi dengan baik oleh guru tersebut, namun adakalanya mereka masih tetap belum tahu bagaimana mengatasi hal tersebut. Dengan demikian perlu adanya intervensi professional yang bertujuan untuk membantu mengatasi masalah pembelajaran yang dihadapi oleh guru-guru muda tersebut yaitu perlunya supervisi klinis pendidikan yang bermanfaat untuk peningkatan manajemen kualitas pembelajaran.[6,7,8,9,10]

Supervisi pendidikan ialah kegiatan ilmiah yang dilakukan oleh seorang supervisor untuk mengawasi, mendampingi dan membimbing guru muda agar guru muda tersebut dapat

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[5] Mulloh, T & Muslim, A.Q. (2022). Analisis peran supervisi Pendidikan dalam meningkatkan profesionalitas guru. *Journal Publicuho: A peer reviewed and open acces journal*, 5 (3), DOI: https://doi.org/10.35817/publicuho.v5i3.29.

[6] Siahaan, Amirudin., Pasaribu, Mansyur Hidayat., Suparliadi, Suparliadi., Syahputra, Muhamad Risky., & Mukhlaisan, Ahmad. (2021). The role of supervision of the principle in improving the quality ofeducation in the state ibtidaiyah madrasah, Langkat regency. *Jurnal Pendidikan Islam: Edukasi Islam*, 10 (2), http://www.jurnal.staialhidayahbogor.ac.id/index.php/ei/article/view/1553.

[7]Shaifudin, Ali (2020).Supervisi Pendidikan. *El-Wadah: Jurnal Pendidikan*, 1 (1), 25-42.http://ejournal.kopertais4.or.id/mataraman/index.php/elwahdah/article/view/4158/3077.

[8] Amelia, C., Aprilianto, A., Supriatna, D., Rusydi, I., & Zahari, N. (2022). The Principal's Role as Education Supervisor in Improving Teacher Professionalism. *Nidhomul Haq : Jurnal Manajemen Pendidikan Islam*, *7*(1), 144-155. https://doi.org/10.31538/ndh.v7i1.2075.

[9] Mahlopi, Mahlopi. (2022). Supervisi Pendidikan era teknologi 5.0. *Adiba: Journal of education, 2* (1), https://adisampublisher.org/index.php/adiba/article/view/79.

[10] Styles, M., Middleton, H., Schafheutle, E. *et al.* (2022). Educational supervision to support pharmacy professionals' learning and practice of advanced roles. *Int J Clin Pharm*, **44**, 781–786. https://doi.org/10.1007/s11096-022-01421-8.

meningkatkan kinerjanya sebagai pengajar/pendidik professional di sekolah.[11],[12], [13]. Kegiatan supervisi memperhatikan prinsip keilmiahan, demokratis, kerjasama, inovatif dan kreatif[14]. Prinsip ilmiah artinya kegiatan supervisi merupakan kegiatan yang didasari oleh kajian ilmiah yang dapat dipertanggung-jawabkan secara objektif, rasional dan logis. Prinsip demokratis yaitu prinsip supervisi yang dijalankan dengan menggunakan pendekatan musyawarah antara supervisor dengan orang yang disupervisi sehingga tercapai kesepakatan bersama dalam menyelesaikan masalah pembelajaran di kelas. Prinsip kerjasama ialah prinsip kegiatan supervisi yang menekankan pada kerjasama yang baik antara seorang *supervisor* dengan orang yang disupervisi demi mewujudkan   kualitas pendidikan di sekolah. Prinsip inovatif dan kreatif dalam kegiatan supervisi pendidikan yaitu sebuah prinsip yang disepakati bersama antara supervisor dengan orang yang disupervisi untuk menyelesaikan masalah bersama dalam kegiatan pendidikan dengan menerapkan kegiatan-kegiatan yang inovatif dan kreatif. Ke-4 prinsip tersebut menjadi pedoman penting bagi seorang supervisor dalam menjalankan supervisi pendidikan, sehingga terwujudlah kualitas pembelajaran di kelas.[15], [16], [17].

Selanjutnya, Hayani dan Sutama (2022)[18] menambahkan bahwa kualitas pembelajaran ditandai dengan kemampuan seorang guru menciptakan suasana pembelajaran positif dan kondusif, sehingga siswa antusias mengikuti pembelajaran dari awal sampai akhir dengan baik. Guru memberikan kesempatan bagi murid untuk bertanya bila ada hal yang belum diketahui apa yang disampaikan oleh guru di kelas. Tentu saja, guru siap memberi jawaban yang memuaskan bagi murid-murid. Karena itu, menurut Waidah, Naimah & Utami (2022)[19] bahwa kunci utama

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[11] Awam, R. ., Marsidin, S. ., & Sulastri, S. . (2022). Peran Supervisi Pendidikan dalam Meningkatkan Mutu Pendidikan. *Jurnal Pendidikan Dan Konseling (JPDK)*, *4*(6), 9108–9113. https://doi.org/10.31004/jpdk.v4i6.9818.

[12] Shaifudin (2020). Idem.

[13] Style at al, (2022). Idem

[14] Shaifudin (2020). Idem.

[15] Amelia at al, (2020). Idem.

[16]Siahaan, Amirudin., Pasaribu, Mansyur Hidayat., Suparliadi, Suparliadi., Syahputra, Muhamad Risky., & Mukhlaisan, Ahmad. (2021). The role of supervision of the principle in improving the quality ofeducation in the state ibtidaiyah madrasah, Langkat regency. *Jurnal Pendidikan Islam: Edukasi Islam*, 10 (2), http://www.jurnal.staialhidayahbogor.ac.id/index.php/ei/article/view/1553.

[17] Ma'sum, T., Ristianah, N., & In'am, A. (2022). Supervisi Pendidikan Islam. *Jurnal Kependidikan Islam*, *12*(1), 100–114. https://doi.org/10.15642/jkpi.2022.12.1.100-114.

[18] Hayani, Sari Nur & Sutama, Sutama. (2022). Pengembangan perangkat dan model pembelajaran berbasis TPACK terhadap kualitas pembelajaran daring. *Jurnal Basicedu,* 6 (2), 2871-2882. https://jbasic.org/index.php/basicedu/article/view/2512/pdf.

[19] Waidah, A.F.N., Naimah, Naimah & Utami, Dian Tri. (2022). Peningkatan kualitas pembelajaran online melalui strategi komunikasi efektif selama pandemic covid-19. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 6 (4), 3418-3428. DOI: 10.31004/obsesi.v6i4.1615.

terwujudnya kualitas pembelajaran di kelas adalah kemampuan guru dalam mengkomunikasikan materi pelajaran secara efektif dan efisien kepada murid-murid di kelas. Alasannya guru merupakan tokoh kunci yang menghantarkan murid-murid untuk memahami dan mengauasai materi pelajaran yang diajarkan oleh guru. Jika guru kurang mampu mengkomunikasikan materi pelajaran dengan baik, maka para murid akan kesulitan menangkap, memahami apalagi menguasai materi pelajaran tersebut. Dampak buruknya, adalah murid akan gagal untuk memperoleh prestasi belajar terbaik.

Dalam kenyataannya terjadi ketimpangan di lapangan. Guru muda merasa mampu menjalankan tugas dan tanggung-jawabnya sebagai pengajar di kelas, padahal mereka masih banyak melakukan kesalahan selama mengajar di kelas. Misalnya: guru tidak mempersiapkan diri terkait dengan pembelajaran, sehingga berdampak guru tak mampu menciptakan suasana kelas positif dan kondusif. Sebagainya. Dalam hal ini perlu dirumuskan apakah supervisi pendidikan dapat mewujudkan kualitas pembelajaran di sekolah.

METODOLOGI PENELITIAN

Penelitian ini merupakan penelitian kaji tindak (*action research*) dengan pendekatan kualitatif-deskriptif. Pengambilan data dengan wawancara, observasi dan catatan dokumentasi. Wawancara dilakukan terhadap kepala sekolah, dan para partisipan guru muda yang terlibat dalam kegiatan pembelajaran. Observasi dilakukan terhadap kegiatan partisipan yang sedang menjalankan kegiatan pembelajaran di kelas. Catatan dokumentasi diperoleh melalui catatan supervisi yang dijalankan oleh *supervisor* di sekolah.

Teknik pengambilan sampel yaitu *purposive sampling*, sebuah teknik pengambilan sampel didasarkan pada kriteria tertentu. Kriteria partisipan ialah guru muda yang tergolong 0 – 1 tahun pengalaman pengajaran. Jumlah partisipan yang terlibat dalam penelitian sebanyak 7 orang yang mengajar di sekolah dasar. Teknik Analisa data dengan menggunakan pendeatan tematik (*thematic approach*) dalam konteks *Interpretative Phenomenological Analysis* (IPA)[20].

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[20] IPA – sebuah analisis dengan dasar fenomena yang terjadi dalam lingkungan sosial masyarakat, agar diperoleh pemahaman yang jelas sesuai dengan fakta di lapangan.

HASIL PENELITIAN DAN PEMBAHASAN

Pelaksanaan Supervisi Klinis Pendidikan

Menurut Sabandi (2013)[21] bahwa ada 3 langkah sederhana untuk menjalankan supervisi klinis pedidikan yaitu: (a) perlunya kontak komunikasi dengan guru sebelum pengamatan, (b) observasi kelas, (c) tindak lanjut hasil observasi.

Tabel 1. Hasil Pelaksanaan Supevisi Klinis Pendidikan

No	Aspek Supervisi Klinis Pendidikan	Deskripsi kegiatan	Keterangan
1	Komunikasi informal dengan guru muda	Supervisor menjalin komunikasi informal untuk menciptakan kenyaman selama supervisi.	Terlaksana
2	Observasi kelas	Supervisor mengobservasi kegiatan para muda selama menjalankan mengajar di kelas.	Terlaksana
3	Tindak lanjut hasil observasi	Supervisor mendiskusikan hasil observasi dan berusaha memberi umpan-balik serta memotivasi para guru muda untuk meningkatkan kinerja pengajarannya di kelas.	Terlaksana

Kontak komunikasi dengan guru muda. Guru muda dianggap masih kurang berpengalaman, sehingga mereka diberi kesempatan untuk menjalankan tugas dan tanggung-jawab selama mengajar para murid di kelas. Karena itu, mereka masih melakukan kesalahan atau kekurangan. Itulah sebanya, mereka merasa perlu memperoleh supervisi, pembinaan maupun pendampingan dari supervisor. Hubungan antara seorang supervisor dengan para guru muda bersifat kemitraan yang artinya guru membutuhkan supervisor untuk tujuan memperkuat kompetensi guru agar mampu mengajar dengan baik di sekolah[22]. Kepala sekolah berperan sebagai supervisor terhadap 9 guru muda yang akan terjun praktek mendampingi para murid di Sekolah Dasar Luar Biasa X di Jakarta Barat. Peneliti melakukan pendekatan informal yaitu mengenali satu demi satu guru muda dengan tujuan untuk mewujudkan rasa aman, tenang dan nyaman selama

[21] Sabandi, A. (2013). Supervisi pendidikan untuk pengembangan profesionalitas guru berkelanjutan. *Pedagogi*, *13*(2), 1-9.

[22] Suseno, Nyoto., Purwaningsih, Athiliply., Haryati, Orawiro. & Wahono, Lakon. (2022). Kemitraan guru dan dosen dalam menjaga kualitas pembelajaran daring saat pandemic covid 19 menghasilkan artikel publikasi bersama. Absyara: Jurnal pengabdian masyarakat, 3 (1) 48-59. http://e-journal.hamzanwadi.ac.id/index.php/ab/article/view/5732/2673.

peneliti menjadi pendamping mereka. Mereka merasa memperoleh perhatian serius bahwa mereka pribadi berharga yang akan menjalankan tugas mulia sebagai pengajar yaitu mengajar, mendidk dan membina generasi muda demi masa depan yang lebih baik. Menurut Hevitria, Maulana & Nurwandi. (2024)[23] bahwa para guru muda perlu juga mengenali lingkungan sekolah secara seksama agar mereka dapat mempersiapkan diri untuk menjadi guru profesional bagi para murid di sekolah.

Observasi Kelas. Peneliti melakukan observasi terhadap kegiatan pengajaran yang dilakukan oleh para guru muda. Mereka menjalankan tugas dan tanggung-jawab sesuai dengan peran yang telah ditentukan oleh kepala sekolah. Masing-masing guru muda telah diberitahukan sebelumnya oleh kepala sekolah, dan selanjutnya mereka ditempatkan di Sekolah Dasar Luar Biasa . Masing-masing guru muda memperoleh kesempatan untuk mendampingi secara individual terhadap murid-murid di kelas. Alasannya adalah semua murid berlatar-belakang sebagai murid yang berkebutuhan khusus, sehingga mereka wajib memperhatikan secara serius terhadap kehidupan individual murid.

Masing-masing guru muda telah mengamati perilaku murid-mura murid di kelas, sebelum mereka mendampingi para murid tersebut. Ketika mereka telah masuk dan menjadi bagian penting di setiap kelas, maka mereka mulai menyesuaikan diri bagaimana menjadi guru bagi murid-murid. Mereka harus tahu bagaimana menyikapi dan memberikan layanan pendidikan kepada murid-murid. Rata-rata mereka mengalami perlakuan yang tak menyenangkan dari murid-murid. Para murid bermanja-manja untuk diperhatikan oleh guru-muru muda tersebut. namun seiring dengan perjalanan waktu, mereka mulai mununjukkan sikap tegas jika para murid berperilaku manja. Sikap tegas ditunjukkan oleh guru-muda dengan suara yang tegas, jelas dan berwibawa ketika menginstruksikan kepada murid-murid. Perilaku guru-muru muda tersebut memang sesuai dengan arahan dan bimbingan oleh kepala sekolah. Dengan demikian, para murid mulai menunjukkan rasa hormat dan taat kepada guru-muda, jika mereka memperoleh instruksi lanhgsung dari guru-guru muda.

Tindak lanjut hasil observasi. Hasil observasi berupa catatan-catatan penting terkait dengan kegiatan pengajaran, pendampingan maupun pembinaan para guru muda terhadap para murid do

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[23] Hevitria, Maulana, S. A., & Nurwandi. (2024). Implementasi Pengenalan Lapangan Persekolahan (PLP) I, Minat Mengajar terhadap Kesiapan Menjadi Guru bagi Mahasiswa. *Jurnal PGSD: Jurnal Ilmiah Pendidikan Guru Sekolah Dasar*, *17*(1), 69–74. https://doi.org/10.33369/pgsd.17.1.69-74.

sekolah. Mereka menjalankan tugas dan tanggung-jawab secara individual sesuai dengan penempatan mereka di masing-masing kelas.

Tabel 2. Hasil Manajemen Kualitas Pembelajaran

	Aspek	Deskripsi kegiatan	Keterangan
1	Perencanaan pembelajaran	Membuat rencana pembelajaran semester (RPS).	Terlaksana
2	Pengorganisasian pembelajaran	Mengatur para siswa untuk menempati tempat duduk secara variatif.	Terlaksana
3	Pelaksanaan kegiatan pembelajaran	Menerapkan materi-materi pelajaran sesuai dengan RPS. Menciptakan iklim kelas positif selama pembelajaran.	Terlaksana
4	Pengendalian pembelajaran	Mengawasi dan mengendalikan para siswa tertib, fokus dan perhatian pada penjelasan materi di kelas.	Terlaksana

Kualitas Pembelajaran

Kualitas pembelajaran sebagai sebuah tujuan yang dapat diwujudkan melalui kegiatan tahap manajemen modern seperti perencanaan, pengorganisasian, pelaksanaan dan pengawasan dalam pembelajaran.

Perencanaan pembelajaran. Para guru muda membuat perencanaan sebelum menjalankan kegiatan pembelajaran di kelas. Selama ini, mereka diajar, dilatih dan dibimbing oleh guru senior yang sudah lama mengajar di kelas tersebut. Guru senior memberikan contoh rencana pembelajaran triwulan (3 bulan) kepada guru muda, sehingga mereka guru muda memperoleh gambaran jelas bagaimana cara membuat rencana pembelajaran selama 3 bulan. Selanjutnya, guru muda diminta untuk membuat rencana pembelajaran selama tiga bulan dengan pengawasan guru senior. Guru muda pun mudah untuk dapat menyelesaikan rencana pembelajaran tri-wulan sesuai dengan mata pelajaran yang akan diajarkan di kelas.

Pengorganisasian pembelajaran. Para guru muda mengorganisir kegiatan pembelajaran dengan membagi waktu dan materi pelajaran yang akan disampaikan di kelas. Mereka

mengalokasikan sejumlah waktu untuk menyampaikan materi pelajaran agar tepat waktu. Demikian pula, mereka juga memilih materi-materi apa yang harus diberikan kepada para murid di kelas. Selanjutnya, mereka mengatur tempat duduk ruang kelas dan disesuaikan dengan kebutuhan agar kegiatan pembelajaran berjalan efektif. Adakalanya, para siswa diatur ulang untuk menempati tempat duduk yang berbeda-beda agar ada pembauran dan variatif.

Pelaksanaan pembelajaran. Para guru muda melaksanakan pembelajaran sesuai dengan perencanaan pembelajaran yang tertuang dalam rencana pembelajaran triwulan. Setiap materi disampaikan sesuai rencana tersebut. Demikian pula, kegiatan pembelajaran disampaikan sesuai waktu yang tersedia. Teknik / metode pengajarannya pun disesuaikan dengan rencana tersebut. Jadi semua pelaksanaan pembelajaran benar-benar mengacu pada rencana pembelajaran triwulan tersebut.

Pengawasan Pembelajaran. Para guru muda melakukan pengawasan terhadap para siswa selama mengikuti kegiatan belajar-mengajar di kelas. Mereka melihat bagaimana perhatian, fokus dan keterlibatan para siswa dalam mengikuti kembelajaran di kelas. Jika ada para siswa yang ngobrol dan tidak memperhatikan selama pengajaran, maka para muda menegur atau mengingatkan baik-baik untuk memperhatikan penjelasan guru. Pada umumnya, para siswa dapat mengikuti dengan seksama pembelajaran yang diberikan oleh guru muda tersebut. Memang ada juga, seorang siswa yang tidak memperhatikan penjelasan guru di depan kelas. Ia membuat gaduh, ramai atau onar di kelas. Namun guru muda mendekati siswa dan mengajak bicara baik-baik agar tenang. Cara guru tersebut cukup efektif dan siswa pun kembali memperhatikan pengajaran guru di depan kelas.

Kegiatan supervisi klinik telah dijalankan oleh kepala sekolah dengan penuh tanggung-jawab. Kepala sekolah bukan hanya berperan sebagai seorang pemimpin yang mengelola manajemen pendidikan saja, namun ia juga menjalankan fungsi supervisi terhadap para guru muda. [24], [25]. Ada 3 langkah umum supervisi klinik pendidikan yang dijalankan oleh kepala sekolah sebagai seorang supervisor professional yaitu komunikasi dengan guru muda (pra-observasi), observasi kelas, dan tindak-lanjut hasil observasi kelas. Masa pra-observasi dilakukan dengan cara supervisor untuk mengumpulkan dan berkomunikasi secara langsung dengan para guru muda di

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[24] Sanchez et al, (2022).

[25] Saharudin, S., Syaifuddin, M., & Tambak, Syahraini. (2022). Supervisi Pendidikan. *Jurnal Ilmu Multidisplin*, *1* (2), 490-497. https://doi.org/10.38035/jim.v1i2.57.

ruang rapat guru. Supervisor memperkenalkan diri dan meminta guru juga untuk mengenalkan diri masing-masing. Supervisor pun memberikan pengarahan, pembimbingan dan pembinaan agar para guru menjalankan tugas dan tangung-jawabnya secara professional. Sebagai guru muda, mereka memang harus memperoleh kesupervisian langsung dari kepala sekolah, alasannya mereka perlu belajar bagaimana menjalankan tugas dan tanggung-jawab sebagai guru di kelas. Atas dasar tersebut, kepala sekolah benar-benar terjun langsung untuk memberi tahu, menginstruksikan dan mengarahkan setiap guru muda agar melakukan hal-hal yang sesuai dengan kebijakan sekolah. Tidak segan-segan, kepala sekolah memberi contoh bagaimana harus berbicara dan menyampaikan inforrmasi pengajaran kepada murid-murid di kelas.

Hal ini semata-mata agar para guru muda dapat menerapkan cara tersebut sehingga pesan informasi yang disampaikan di kelas mudah ditangkap dan dipahami dengan baik oleh para muridnya. Demikian pula, kepala sekolah juga memberikan contoh bagaimana memperagakan kegiatan dengan menggunakan peralatan tertentu yang dapat dilihat langsung oleh para murid di depan kelas. Hal-hal seperti itu merupakan konsekuensi logis dari seorang supervisi yang mengharapkan para guru muda tersebut berhasil dalam menjalankan tugasnya sebagai guru yang professional [26], khususnya bagaimana menciptakan kualitas pengajaran di kelas.[27], [28]

Masa observasi yaitu masa seorang supervisor mengamati secara langsung terhadap kegiatan mengajar yang dijalankan oleh guru-guru di kelas masing-masing. Supervisor mencatat hal-hal kelebihan maupun kekurangan guru selama mengajar di kelas. Catatan ini penting untuk dijadikan dasar seorang supervisor untuk menilai, mengoreksi dan memperbaiki kekurangan guru agar menjadi lebih baik di masa depannya. Berbagai catatan tersebut perlu dikonfirmasi dengan guru masing-masing untuk memperoleh titik temu kesepakatan bahwa catatan penilaian tersebut memang objektif dan rasional.

Masa pasca-observasi ialah masa seorang supervisor menindak-lanjuti hasil observasi untuk memberikan penilaian, evaluasi dan pengendalian guru-guru agar menjalankan tugas dan

[26] Mulloh, T & Muslim, A.Q. (2022). Analisis peran supervisi Pendidikan dalam meningkatkan profesionalitas guru. *Journal Publicuho: A peer reviewed and open acces journal*, 5 (3), DOI: https://doi.org/10.35817/publicuho.v5i3.29.

[27] Purnomo, Utaminingsih, S., Su'ad, & Pratama, H. (2022). Implementation of School Principal Academic Supervision During the COVID-19 Pandemic in Learning. *ICCCM Journal of Social Sciences and Humanities*, *1*(1), 29–36. https://doi.org/10.53797/icccmjssh.v1i1.5.2022.

[28] Mulyanti, D. (2023). Education Supervision to Improve Learning Quality and Performance in the New Normal Era. *Al-Ishlah: Jurnal Pendidikan*, 15 (3), 3749-3755.

tanggung-jawab pengajaran secara professional. Sebelumnya, supervisor telah membuat perencanaan awal yang sudah disosialisasikan dan harus dijalankan oleh guru-guru di kelas. Supervisor pun menindaklanjuti (*follow up*) hasil perencanaan dengan tindakan konkrit agar tidak gagal. Semua perencanaan, dijalankan dengan baik. Apa yang telah direncanakan, itu pula yang dibuat atau dikerjakan oleh supervisor. Supervisor bertanggung-jawab untuk menjamin kualitas pembelajaran yang dilaksanakan di sekolah, karena itu, supervisor memastikan bahwa para guru yang disupervisi tetap menjaga dan bahkan meningkatkan kualitas pembelajaran dari waktu ke waktu.[29]. Memang tidak mudah untuk mewujudkan kualitas pembelajaran yang dilakukan oleh para guru muda yang dianggap masih belum berpengalaman, namun supervisor tak menyerah untuk meningkatkan kompetensi pengajaran para guru muda, caranya terus-menerus memantau perilaku mengajar mereka secara berkelanjutan. Jika ada hal yang tidak beres, atau menyimpang dari ketentuan dalam kegiatan pembelajaran, maka supervisor segera mengkritisi, mengendalikan dan membenahi penyimpangan tersebut, sehingga tetap pada jalan yang benar dalam pengajaran guru muda tersebut.

Cara supervisor mengoreksi kesalahan, penyimpangan atau kekurangan dari para guru muda adalah memanggil satu per satu dan bicara dari hati ke hati di ruang supervisor. Supervisor mendengarkan dan mencatat dengan seksama apa yang menjadi masalah dan kekurangan para guru muda ketika mengajar di kelas. Supervisor pun mengkoreksi dan memberi saran-saran perbaikan apa yang harus dilakukan oleh para guru muda. Tidak hanya berhenti selama pembicaraan tertutup di ruang supervisor, namun supervisor tetap memantau, mengamati dan melihat langsung cara mengajar guru muda di kelas.[30]. Kadang-kadang guru muda merasa risih dan tidak nyaman, jika kegiatan mengajarnya dilihat langsung oleh kepala sekolah. namun karena tugas panggilan mengajar sebagai guru muda, maka perasaan risih, dan tidak nyaman tersebut disingkirkan jauh-jauh. Mereka lebih memilih untuk taat dan tekun mendapatkan masukan, kritikan dan bimbingan dari supervisor. Jika guru muda telah benar dalam menjalankan tugas pengajaran di kelas, maka supervisor memberikan apresiasi, penghargaan, atau pujian atas kinerja guru muda tersebut. Hal inilah yang memotivasi guru muda untuk bertahan dan meningkatkan kualitas pembelajaran di

[29] van der Marel, Irene., Munneke, Lisette, & de Bruijn, Elly. (2022). Supervising graduation projects in higher professional education – A literature review.*Educational Research Review*,37, https://doi.org/10.1016/j.edurev.2022.100462.(https://www.sciencedirect.com/science/article/pii/S1747938X22000318).

[30] Leonardsen, AC., Brynhildsen, S., Hansen, M.T. *et al.* (2021). Supervising students in a complex nursing practice- a focus group study in Norway. *BMC Nurs* (**20**), 168 . https://doi.org/10.1186/s12912-021-00693-1.

kelas.[31], [32].

Selanjutnya, secara umum ada 4 area supervisi yang dilakukan oleh seorang supervisor untuk mewujudkan manajemen kualitas pembelajaran yaitu perencanaan, pelaksanaan, evaluasi dan pengendalian. Supervisor memantau bagaimana perencanaan yang dilakukan oleh guru muda sebelum mengajar di kelas. Perencanaan ini telah dibuat oleh kepala sekolah dan tim guru senior sekolah, namun perencanaan tersebut juga diinformasikan kepada guru muda. Perencanaan pembelajaran telah terwujud dengan adanya rencana pembelajaran semester (RPS) yang disusun selama waktu 6 bulan. Selanjutnya, RPS tersebut dibagi lagi dalam kegiatan rencana pembelajaran triwulan yang diinformasikan kepada guru muda. Jadi mereka memperoleh gambaran umum perencanaan kegiatan pembelajaran selama satu semester. Para guru muda hanya diminta untuk menjalankan perencanaan tersebut setiap hari di kelas masing-masing. Jadi kegiatan perencanaan pembelajaran dianggap sudah beres, selesai dan tidak ada kendala apa-apa.

Supervisor juga melaksanakan supervisi pelaksanaan pembelajaran yang dijalankan oleh guru muda. Para guru muda rata-rata merasa belum percaya diri dalam menjalankan tugas pengajaran di kelas. Mereka masih merasa canggung berdiri di depan kelas, alasannya masih baru dan belum berpengalaman dalam mengajar. Demikian juga, mereka juga masih belum menguasai dengan baik materi pelajaran yang disampaikan di kelas. Namun demikian, guru senior mendampingi guru muda selama awal-awal pengajaran di kelas. Jika mereka mengalami gugup, canggung atau tak percaya diri dalam kegiatan pengajaran di kelas, maka hal itu dapat dimaklumi dengan baik. Namun mereka tetap harus belajar untuk meningkatkan kemampuan mengajar, caranya terus belajar, berlatih dan mencoba terus-menerus mengajar di kelas. Sebab ketrampilan mengajar itu membutuhkan banyak praktek dan ketekunan melakukan pengajaran dari hari ke hari di kelas. Ada istilah *learning by doing* yatu belajar melalui kegiatan praktis yang dilakukan dari hari ke hari secara tekun. Jika ada kesalahan, maka segera dikoreksi, diperbaiki dan ditingkatkan frekuensi waktu pengajarannya, sehingga tanpa terasa seorang guru muda memiliki kebiasaan yang baik dalam mengajar di kelas.

Supervisor melakukan evaluasi terhadap kinerja pengajaran guru muda secara teratur dengan memperhatikan periode waktu harian, mingguan, dan bulanan. Evaluasi harian dilakukan pada pagi hari yaitu mengevaluasi kegiatan mengajar yang dilakukan pada hari sebelumnya.

[31] Leonardsen at al (2021). Idem.
[32] van der Marel at al (2022). Idem.

Selanjutnya, supervisor juga mengevaluasi secara mingguan, dan juga evaluasi bulanan. Jadi supervisor melakukan evaluasi kegiatan pengajaran secara ketat dengan tujuan untuk mewujudkan kualitas pembelajaran, sehingga guru muda memahami dan terus-menerus belajar untuk meningkatkan kemampuan mengajar di kelas. Para guru muda, awal mulanya, merasa stress, tertekan dan tidak tahan terhadap evaluasi pengajaran tersebut yang dilakukan secara berkelanjutan. Namun seiring dengan perjalanan waktu, mereka dapat memahami pemikiran kepala sekolah. akhirnya, mereka sudah terbiasa dengan evaluasi supervisor dari kepala sekolah. Ketika kepala sekolah berhenti untuk tidak melakukan evaluasi, mereka justru bertanya-tanya dan meminta kepala sekolah untuk mengevaluasi kegiatan pengajaran mereka. Mereka merasa senang, bangga dan bahagia; ternyata mereka sebagai guru muda telah lancar dan menguasai kegiatan mengajar dengan baik, sehingga tidak perlu ada evaluasi lagi secara ketat.

Pengendalian sebagai upaya khusus yang dilakukan oleh seorang supervisor untuk mencapai kualitas pengajaran, meskipun kegiatan pengajaran tersebut dilakukan oleh guru muda. [33], [34]. Kegiatan pengendalian, awal mulanya dijalankan bersamaan dengan kegiatan evaluasi, karena selama evaluasi ditemukan banyak kekurangan yang dilakukan oleh guru muda. Selama evaluasi tersebut, maka supervisor langsung menunjukkan kekurangan, kesalahan atau kelemahan yang segera diperbaiki oleh guru muda. Di saat evaluasi tersebut, supervisor berusaha untuk mengendalikan seluruh kegiatan mengajar dari guru muda, dalam arti guru muda harus mengikuti standar operasi prosedur (SOP) yang ditentukan oleh kebijakan dan aturan sekolah.[35], [36]. Mereka harus memahami dan menjalankan SOP tersebut secara ketat, artinya setiap tahapan SOP dijalankan dengan sebaik-baiknya. Kini, ketika para guru muda telah terbiasa memperoleh evaluasi harian, mingguan atau bulanan, maka mereka merasa siap untuk memperoleh masukan, kritikan dan saran-asaran perbaikan. Di saat-saat tersebut, mereka juga diarahkan, dikendalikan dan didorong untuk terus memenuhi SOP sekolah. Jika sudah mereka mampu memenuhi SOP dengan baik, maka supervisor cukup memberikan peneguhan, motivasi dan pujian atas kinerja pengajaran guru muda. Tetapi selama belum sesuai SOP, maka mereka tetap diarahkan dan dikendalikan

[33] Awam, R. ., Marsidin, S. ., & Sulastri, S. . (2022). Peran Supervisi Pendidikan dalam Meningkatkan Mutu Pendidikan. *Jurnal Pendidikan Dan Konseling (JPDK)*, *4*(6), 9108–9113. https://doi.org/10.31004/jpdk.v4i6.9818.

[34] Leonardsen at al (2021). Idem.

[35] Ma'sum, T., Ristianah, N., & In'am, A. (2022). Supervisi Pendidikan Islam. *Jurnal Kependidikan Islam*, *12*(1), 100–114. https://doi.org/10.15642/jkpi.2022.12.1.100-114.

[36] Saharudin, S., Syaifuddin, M., & Tambak, Syahraini. (2022). Supervisi Pendidikan. *Jurnal Ilmu Multidisplin*, *1* (2), 490-497. https://doi.org/10.38035/jim.v1i2.57.

sedemikian rupa, agar sesuai SOP sekolah demi mewujudkan kualitas pembelajaran.[37], [38], [39].

Gambar 1. Model supervisi klinis sederhana untuk peningkatan kualitas pembelajaran di kelas
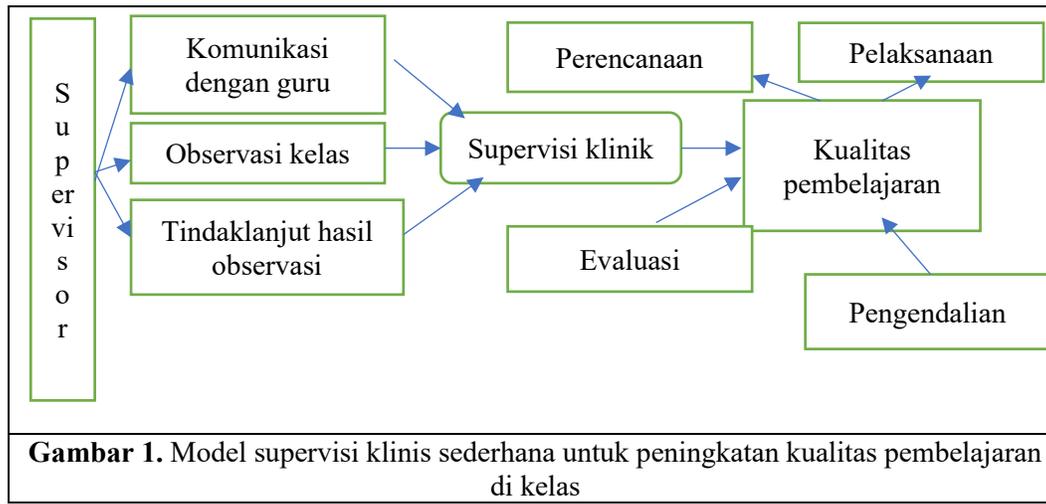
KESIMPULAN

Seorang kepala sekolah berperan penting menjalankan supervisi klinis terhadap guru-guru muda denga tujuan untuk mewujudkan kualitas pembelajaran. Ada 3 langkah supervise klinis yaitu masa pra-observasi dengan berkomunikasi dengan guru-guru, masa observasi dengan mengamati dan mencatat kinerja pengajaran guru dan pasca-observasi dengan menindaklanjuti hasil observasi. Demikian pula, mewujudkan kualitas pembelajaran dilakukan oleh supervisor dengan perencanaan, pengorganisasian, pengevaluasian, dan pengendalian kegiatan pembelajaran guru di kelas.

Ucapan Terimakasih

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[37] Naharti, M. (2020). Pelaksanaan Total Manajemen Mutu Terpadu Sebagai Upaya Meningkatkan Kualitas Pembelajaran. *Journal of Elementary School (JOES)*, *3*(2), 61-72. https://doi.org/https://doi.org/10.31539/joes.v3i2.1866.

[38] Ma'sum, T., Ristianah, N., & In'am, A. (2022). Idem.

[39] Sobirin, Wahyu et al. (2023). Implementasi Supervisi Akademik Dalam Meningkatkan Kompetensi dan Profesionalisme Guru Pada Tingkat Sekolah Dasar Kabupaten Bandung. **EduBase : Journal of Basic Education**, [S.l.], v. 4, n. 2, p. 268-283, sep. 2023. ISSN 2722-1520. Available at: <https://journal.bungabangsacirebon.ac.id/index.php/edubase/article/view/1083>. Date accessed: 16 jan. 2024. doi: https://doi.org/10.47453/edubase.v4i2.1083.

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