


Principal Strategies for Managerial Supervision to Enhance Teacher Discipline in Madrasah Ibtidaiyah

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*Herman, Zahraini, Rahmattullah^{abc}

¹²³Universitas Bina Bangsa Getsempena

Corresponding Author: herman23116006@gmail.com

ABSTRACT

This study examines the approach taken by madrasah ibtidaiyah principals to enhance teacher discipline through the use of managerial oversight. To create a consistent culture of discipline in the classroom, managerial supervision is crucial. There is still a disconnect between the academic notions of supervision and their practical application, especially at madrasahs in the Pidie region. A qualitative descriptive methodology was used in this study, which included document analysis, observations, and interviews. The results show that, in spite of obstacles including a lack of professional development and environmental difficulties, principals use a variety of supervisory techniques to deal with teacher discipline concerns. To improve teacher discipline in primary Islamic schools, the study finds that contextualized policies and focused training are essential for bolstering management supervision.

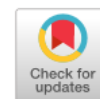
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INTRODUCTION

Teacher Discipline is one of the basic columns for creating a healthy, productive, character-oriented learning environment within educational institutions, including madrasahs (Hayati Tatoe, 2020). Disciplined teachers fulfill their duties with a strong sense of responsibility, arrive on time, organize education management properly, and carry out the teaching and learning process consistently and wisely (Rahmiati, Akmaluddin, 2024). In the context of madrasa formation that not only has academic responsibility but also emphasizes the development of Islamic characters, teacher discipline serves dual roles as an academic driver and moral model for students (Naim, 2016). However, in real implementations, this ideal remains far from reality. Various studies have shown a variety of research, including questions related to participation, time management, performance of management responsibilities, and participation in professional activities (Arifah, 2015).

This phenomenon is likewise glaring in numerous Madrasah Ibtidaiyah (MI) in Pidie Regency, a vicinity with a robust socio-spiritual background. However, this type of context does now no longer mechanically assure a expert and disciplined paintings tradition in the madrasah environment. Preliminary findings imply that a few instructors nevertheless arrive overdue to teach, are much less orderly in administrative reporting, and display restrained participation in instructor competency improvement programs. This circumstance negatively affects now no longer most effective the mastering manner however additionally the institution`s credibility and public agree with withinside the madrasah. Therefore, systematic and strategic efforts are wished from the madrasah principal, because the institutional leader, to domesticate instructor subject in a sustainable manner.

One of the key approaches that can be employed is managerial supervision, which refers to the process of guidance and oversight carried out by the madrasah principal in institutional aspects such as curriculum management, human resources, and work culture. Managerial supervision is not merely administrative or controlling in nature, but functions as a tool to empower teachers and foster a professional working environment. According to the Regulation of the Minister of National Education Number 13 of 2007, school/madrasah principals bear significant responsibility in managing the institution through effective managerial supervision, which encompasses systematic planning, implementation, and evaluation.

In practice, the effectiveness of administrative supervision is heavily dependent on the strategy of Madrasa Head. This strategy includes management approaches, interpersonal communication and motivational development for the preparation of disciplinary development programs regarding madrasa culture. So far, scientific research discussing madrasa strategies in the implementation of administrative supervision, particularly to improve local contexts such as MI environments and Pidie Retail. Most previous studies have generally described the implementation of general surveillance only, without examining the strategic or innovative approaches in which madrasa heads are implemented to design disciplinary cultures in work environments.

This disease is a research gap and at the same time an opportunity to develop strategic research based on the field. Therefore, this study is directed to examine the various strategies of madrasa heads when implementing management oversight in terms of approaches, equipment, communication, and organizational culture developed to enhance teacher discipline in a sustainable and context-related way. This study is expected to bring madrasa head dynamics, challenges and good practices in the typical sociocultural context of Pidie Regency, where Islamic values, local customs and community expectations are inseparable units.

From a novelty perspective, this study emphasizes the development of contextual strategies for management supervision. This is not only normative, but also applicable, and relates to the characteristics of the madrasas and reference versions of teacher development based on the field of work. The findings of this study should contribute to the development of theories regarding supervision and supervision of education, particularly the implementation of religious education units. Furthermore, the findings of this study are practical as references to madrasa supervisors and other madrasa heads in the design of strategic, stimulating and ineffective surveillance patterns for the quality of education.

Therefore, the urgency of this research is not only the filling aspect of free scientific research, but also as a form of academic and practical responsibility in promoting the transformation of the madrasa labor culture through its role in leading the head of strategic madrasas and having a significant impact on the teacher's field. Excellent personality, an important first step towards a professional madrasah.

This research has high relevance in the context of improving character-based education quality in madrasahs, especially in regions with a strong religious background such as Pidie Regency. The results of this research can provide a tangible contribution in formulating more effective and contextual managerial supervision policies, as well as strengthening the leadership capacity of madrasah heads in creating a disciplined and professional work culture.

This research aims to examine the strategies used by madrasah principals in implementing managerial supervision to sustainably improve teacher discipline. The main focus is directed towards the approaches, instruments, communication patterns, and organizational culture built within the socio-cultural context of Madrasah Ibtidaiyah in Pidie Regency.

Theoretically, this research is based on the concept of managerial supervision that is not only oriented towards administrative control but also includes the dimension of teacher professional development (Rohani et al., 2024). Additionally, the transformational leadership approach serves as a reference in assessing how school principals can shape disciplined behavior through visionary (Mahara, 2024), inspirational (Afandi, Masrul, 2024), and

empowering influences in a work environment rooted in Islamic values and local wisdom (Hadiaty et al., 2022).

In strengthening the theoretical foundation, several scholars emphasize the strategic role of managerial supervision in shaping teacher discipline and professional conduct. According to Sergiovanni (2009) (Mangeni et al., 2022), managerial supervision plays a pivotal role in shaping teachers' professional behavior and discipline by setting clear expectations and fostering a supportive work environment. Hoy and Miskel (2013) argue that effective supervision enhances teachers' commitment and punctuality (Dahiru et al., 2018), thus creating a more disciplined and productive school culture. Furthermore, Arikunto (2012) highlights that discipline among teachers is closely related to consistent supervision practices and the establishment of clear administrative regulations that guide daily routines and professional responsibilities (Shi, 2023).

METHOD

This study uses a qualitative approach with research on exploratory description types. This approach was chosen because researchers can examine madrasa head strategies when implementing administrative oversight to improve teacher discipline, particularly in the context of madrasa cultural and social dynamics in pidi regency. The focus of research is not on numbers or statistics, but on processes, mindset, strategies and surveillance practices. This is done by the head of the madrasa in the real context.

Respondents

This research focuses on the heads of madrasahs who actively carry out managerial supervision at the Madrasah Ibtidayah (MI) level located in Pidie Regency, Aceh. The respondents in this study were selected using purposive sampling techniques, which involve selection based on specific criteria deemed relevant to the research focus.

The criteria in question include madrasah heads who have served for at least two years, have experience in implementing managerial supervision policies or strategies, and are working in madrasahs that are developing or giving special attention to improving teacher discipline. In addition to the head of the madrasah, this research also involves supporting informants such as the deputy head of the madrasah in charge of the curriculum, senior teachers, and madrasah supervisors. Their involvement aims to obtain triangulated information and enrich the data collected. The total number of respondents is estimated to be between six and ten people, adjusted according to the depth and saturation of the data found during the field research process.

This study involved a total of nine participants, consisting of four heads of madrasahs, two deputy heads in charge of curriculum, two senior teachers, and one madrasah supervisor. This research focuses on the heads of madrasahs who actively carry out managerial supervision at the Madrasah Ibtidayah (MI) level located in Pidie Regency, Aceh. The respondents in this study were selected using purposive sampling techniques, which involve selection based on specific criteria deemed relevant to the research focus. The criteria in question include madrasah heads who have served for at least two years, have experience in implementing managerial supervision policies or strategies, and are working in madrasahs that are developing or giving special attention to improving teacher discipline. In addition to the head of the madrasah, this research also involves supporting informants such as the deputy head of the madrasah in charge of the curriculum, senior teachers, and madrasah supervisors. Their involvement aims to obtain triangulated information and enrich the data collected. The total number of respondents is estimated to be between six and ten people, adjusted according to the depth and saturation of the data found during the field research process.

The study employed purposive sampling as the main sampling technique, chosen deliberately to ensure that the participants have relevant experience and knowledge about managerial supervision and teacher discipline. Purposive sampling was applied by first identifying madrasahs that are recognized by the local education office as actively conducting managerial supervision programs aimed at improving teacher discipline. Within these

madrasahs, the selection focused on heads who have served for at least two years and have directly implemented supervision strategies or policies.

Instruments

In this study, the researcher acts as the primary or key instrument, as is commonly done in qualitative approaches. However, to maintain order and accuracy in the data collection process, the researcher also uses several auxiliary instruments. One of the auxiliary instruments used is a semi-structured interview guide, which contains key questions regarding managerial supervision strategies, obstacles faced in their implementation, communication approaches applied, and their impact on teachers' discipline levels.

Additionally, the researcher also uses observation sheets to record factual situations in the madrasah environment, particularly those related to the implementation of supervision and teachers' work discipline, such as teachers' arrival, task execution, and adherence to applicable rules. To strengthen the obtained data, the researcher also examined supporting documents, including the head of the madrasah's supervision program, supervision implementation reports, teacher discipline journals, and decrees related to discipline policies at the madrasah.

To ensure the validity and reliability of the obtained data, this research applies several data verification strategies. These strategies include triangulation, which involves comparing and rechecking data obtained from various sources (head of the madrasa, deputy head of the madrasa, senior teachers, and supervisors) as well as through various methods (interviews, observations, and document analysis). In addition, member checking was also conducted by presenting the initial findings to several selected participants to ensure the accuracy and consistency of data interpretation. As an additional step, the researcher prepared an audit trail, which is a detailed record of the entire data collection and analysis process, ensuring that the research is transparent and can be independently verified. The application of these three strategies is expected to enhance the credibility and dependability of the research results, so that the findings truly reflect the actual conditions in the field.

Procedures

The research procedure is carried out through systematic and continuous stages to ensure the validity and depth of the obtained data. The initial step begins with a preliminary study, where the researcher conducts initial observations and exploratory interviews at several madrasahs to identify phenomena related to teacher discipline and ongoing supervision practices. This stage serves as an important foundation in the preparation of the interview guide while also determining the research locations more specifically. Next, the primary data collection is conducted through in-depth interviews with the heads of the madrasahs selected as key informants. The interviews were conducted in an open and flexible atmosphere to allow the researcher to capture more natural, reflective, and contextual information.

In the near future, the researcher also conducted observations to see to what extent actual practices in the field reflect the informants' statements. As a complement, supporting documents were also collected as secondary data to broaden the understanding of the context being studied. After the primary and secondary data were gathered, a triangulation process was carried out involving additional informants such as teachers and madrasah supervisors, as well as checking the consistency between the results of interviews, observations, and documents. This process is important to ensure the validity of the data while minimizing the possibility of subjective bias. At the final stage, the researchers conducted data reduction by filtering relevant information, reorganizing the data, and grouping it into major themes that naturally emerged from field findings as a basis for further analysis.

Data analysis

Data analysis in this study was conducted using thematic analysis techniques based on the Miles and Huberman model, which consists of three main stages: data reduction, data presentation, and conclusion drawing (Safrudin et al., 2023). In the first stage, data reduction was carried out by filtering and selecting relevant information from interviews, observations, and supporting documents directly related to the research focus, particularly regarding the

types of supervisory strategies applied, forms of intervention on teacher discipline issues, and the challenges faced in the implementation process. The filtered information is then presented in the form of descriptive narratives that depict the actual conditions in the field, complemented by thematic tables and direct quotes from anonymized respondents, thereby providing a comprehensive overview of the strategic managerial supervision practices by the head of the madrasah.

Next, the conclusion is drawn through a process of deep reflection and repeated reading of the presented data, until the researcher obtains a comprehensive and meaningful understanding of the strategies used to improve teacher discipline. To maintain the credibility and validity of the research results, source triangulation techniques were used by comparing data from various informants, member checking to ensure the consistency of the researcher's interpretation with the informants' views, and an audit trail that systematically records the analysis process. The interpretation process is carried out continuously and gradually, until the data reaches a saturation point, which is when no new significant findings are discovered.

FINDINGS AND DISCUSSION

Findings

Implementation of Managerial Supervision by the Head of Madrasah in Improving Teacher Discipline

The research results show that the implementation of managerial supervision by the head of the madrasah plays a very central role in shaping and improving teacher discipline in the madrasah environment. The success of this implementation is inseparable from a number of internal strengths that significantly support it. Among them is the high commitment shown by the head of the madrasah in enforcing discipline as part of the work culture that must be maintained together. This commitment is then reinforced by a supervision approach based on religious values and local culture that are alive in the daily lives of the madrasah community, making each policy and guidance feel more grounded and well-accepted by the teachers.

In addition, the availability of a madrasah organizational structure that supports collaborative work patterns is also an important factor in facilitating the implementation of effective and sustainable managerial supervision, as it enables the creation of synergistic teamwork between the head of the madrasah, teachers, and educational staff.

However, this study also found several internal weaknesses that affect the effectiveness of managerial supervision by the head of the madrasah. One of the main obstacles faced is the limited time available to the head of the madrasah to carry out supervision consistently and continuously, considering the quite complex and varied workload.

In addition, the technical ability to develop specific supervision instruments to measure and foster teacher discipline is still relatively low, resulting in the supervision process tending to proceed without systematic and measurable guidance. Another weakness is the lack of teacher involvement in the supervision planning process, which makes the supervision activities feel one-sided and not yet fully a space for dialogue or joint reflection. These three factors pose challenges that need to be addressed promptly so that the implementation of supervision can truly have a tangible impact on improving teacher discipline.

Table 1. Internal Factor Analysis Summary

No	Internal Factors	Weight	Rating	Score
1	Principal's commitment	0.20	4	0.80
2	Religious and humanistic approach	0.15	4	0.60
3	Supportive organizational structure	0.10	3	0.30
4	Limited supervision implementation time	0.20	2	0.40
5	Weakness in supervision instruments	0.15	2	0.30
6	Low teacher participation	0.20	2	0.40

No	Internal Factors	Weight	Rating	Score
	Total	1.00		2.80

The Principal's Strategy in Overcoming Managerial Supervision Constraints on Teacher Discipline

The head of the madrasah has developed strategies to address these challenges, including: forming a collegial supervision team, simplifying supervision instruments, and using moral rewards as part of positive reinforcement. This strategy addresses external opportunities, such as training for madrasah heads from the Ministry of Religious Affairs, the culture of mutual cooperation among teachers in the madrasah, and the support of active madrasah supervisors.

However, in the implementation of managerial supervision, the head of the madrasah also faces various external threats that can hinder the effectiveness of the strategies that have been designed. One of the quite evident challenges is the emergence of passive resistance from some teachers towards the supervision process. This form of resistance is not always shown openly, but is reflected in indifference, lack of response to evaluations, or unresponsiveness to feedback.

In addition, the fluctuating policy changes from the Ministry of Religious Affairs also pose a significant challenge, as the heads of madrasahs often have to adjust their strategies and supervision mechanisms to new regulations that sometimes come unexpectedly and may not necessarily align with the conditions on the ground. Another threat is the excessive dependence on the figure of the head of the madrasa itself. In many cases, the success of supervision heavily relies on the As a result, if there is a change in leadership or the head of the madrasah undergoes rotation, the effectiveness of supervision can drastically decrease due to the absence of a system capable of supporting the process institutionally.

Table 2. External Factor Analysis Summary

No	External Factors	Weight	Rating	Score
1	Principal training programs	0.20	4	0.80
2	Madrasah's mutual cooperation culture	0.15	3	0.45
3	Active support from school supervisors	0.15	3	0.45
4	Teacher resistance to supervision	0.25	2	0.50
5	Fluctuations in educational policy	0.15	2	0.30
6	Dependency on the principal's personal figure	0.10	2	0.20
	Total	1.00		2.70

The Effectiveness of Managerial Supervision Strategies in Shaping Teacher Discipline Culture

The effectiveness of the strategy is proven through increased teacher attendance, active participation in the learning process, and initiative in preparing work tools. This success was achieved through the following combined SWOT analysis strategy:

Table 3. SWOT Strategy (SO, ST, WO, WT)

Strategy Type	Applied Strategies
SO (Strengths-Opportunities)	- Optimize the principal's humanistic approach and Ministry of Religious Affairs training to systematically guide teachers; Integrate the school's religious culture with modern supervision regulations.
ST (Strengths-Threats)	- Position the principal as a role model to reduce teacher dependency and resistance; Develop consistent moral rewards to address policy fluctuations.
WO (Weaknesses-Opportunities)	- Improve the quality of supervision instruments through training and workshops; Involve teachers in supervision planning and evaluation to enhance participation.
WT (Weaknesses-Threats)	- Establish a standardized supervision system that is not reliant on a single individual; Create an objective and educational system of sanctions and rewards.

Based on the SWOT, IFAS, and EFAS analyses, the most effective strategy to improve teacher discipline is the SO strategy, which involves optimizing the internal strengths of the head of the madrasa and leveraging external opportunities such as training and the culture of

mutual cooperation. However, the ST and WT strategies are also important as mitigation steps against resistance and external policy threats. Collaborative, value-based, and development-oriented managerial supervision has proven to be more effective than a purely control-based approach.

Here is the SWOT quadrant graph showing the strategic position based on the IFAS score (2.80) and the EFAS score (2.70).

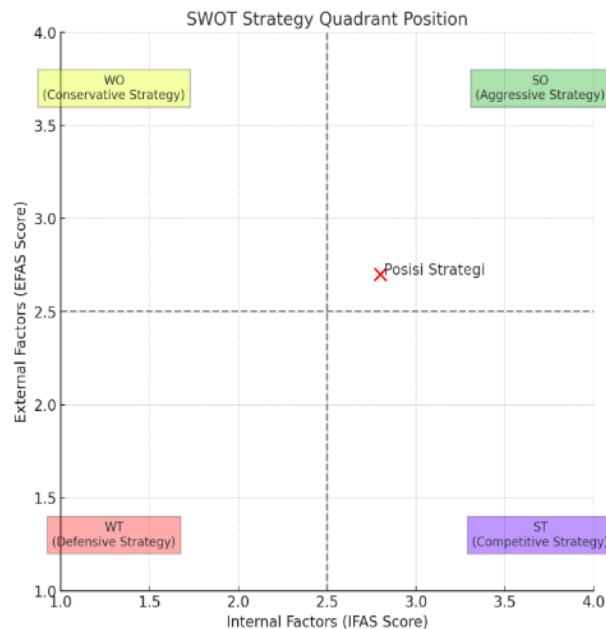


Figure 1. SWOT Strategi Position

The red dot indicates that the strategic position is in quadrant I (SO), which is an aggressive strategy—using internal strengths to optimally exploit external opportunities. Suitable for a proactive approach to improving teacher discipline through managerial supervision by the head of the madrasah.

Discussion

Implementation of Managerial Supervision by the Head of Madrasah in Improving Teacher Discipline

The implementation of managerial supervision by the head of the madrasah is one of the strategic aspects in the management of Islamic educational institutions, aimed not only at improving teacher performance but also at fostering a disciplined and professional work culture (Fitriyani et al., 2024). In the context of MI in Pidie Regency, this study describes the process of implementing managerial supervision in depth, the forms and patterns of supervision applied, and how the head of the madrasah addresses the challenges faced in efforts to build teacher discipline. This analysis also examines the extent to which the implemented strategies have proven effective in creating sustainable changes in teacher behavior (Afandi, Masrul, 2024).

Answering the first question, regarding how the implementation of managerial supervision by the head of the madrasah improves teacher discipline, field findings show that the supervision process is not carried out sporadically or merely as an administrative formality, but is structured and continuously developed. The supervision process begins with thorough planning, where the head of the madrasa prepares a supervision schedule and the indicators to be observed, such as teacher attendance, punctuality in starting lessons, use of teaching materials, and interaction with students (Leri Hariani, Hambali, Faisal Anwar, 2015). The supervision is carried out directly by the head of the madrasa using a dialogical approach (Utomo, 2023). That is, after the observation is conducted, the head of the madrasah does not immediately provide an assessment, but first holds a reflective discussion session with the concerned teacher. In this session, teachers are given the opportunity to explain the challenges they face, and the head of the madrasa provides feedback and suggestions for improvement (Sultan & Tirtayasa, 2025).

Principal Strategies for Managerial Supervision to Enhance Teacher Discipline in Madrasah Ibtidaiyah

The dominant form of supervision at MI Pidie Regency is individual supervision, where the head of the madrasah conducts class visits and meets with teachers one-on-one to carry out evaluations and coaching. This pattern has proven to be more effective in building open communication and reducing teacher resistance (Basuki, 2022). Additionally, the head of the madrasah also implements group supervision through weekly or monthly routine meetings that discuss the collective evaluation of teacher performance. In this forum, the head of the madrasah provides motivation, recognition, and discusses discipline rules and performance targets. Supervision also involves self-evaluation by the teachers, which is then used as a basis for formulating follow-up plans (Sariakin et al., 2023).

The Principal's Strategy in Overcoming Managerial Supervision Constraints on Teacher Discipline

Answering the second problem formulation, related to the strategies used by the head of the madrasah in overcoming managerial supervision constraints on teacher discipline, it was found that the head of the madrasah at MI Pidie faces several challenges. The main challenges include resistance from some teachers to supervision, which is perceived as a form of distrust, the limited time of the head of the madrasah due to heavy administrative burdens, and the lack of systematic supervision procedures in several madrasahs.

To address teacher resistance, the head of the madrasah uses a persuasive and participatory approach, where teachers are involved in the process of scheduling and supervision mechanisms (Hartinah & Nafiati, 2025). Teachers are given the understanding that supervision is not merely a control tool, but rather a means of professional development. The head of the madrasah also instills religious values and moral responsibility in the teachers, linking discipline with the trust of being an educator from an Islamic perspective. This strategy is quite effective in reducing resistance and increasing teachers' intrinsic awareness of the importance of discipline (Bakri, 2021).

In facing time constraints, the head of the madrasah delegates some administrative tasks to the deputy head or administrative staff, allowing him more time to directly engage in supervision. The head of the madrasah has also started using simple technology, such as WhatsApp groups, to monitor teachers' daily attendance and send discipline reminders (Oktaliani, 2017).

Meanwhile, to address the lack of a systematic supervision system, the head of the madrasah developed internal supervision instruments tailored to the conditions of the madrasah (Arifin, 2021) (Arifin, 2021). These instruments include simple observation formats, discipline journals, and weekly evaluation notes, which serve as the basis for providing rewards and guidance.

The Effectiveness of Managerial Supervision Strategies in Shaping Teacher Discipline Culture

As for answering the third question, regarding the effectiveness of managerial supervision strategies in shaping a culture of teacher discipline, the data shows that significant changes are beginning to be seen in the attitudes and behaviors of teachers (Hartinah & Nafiati, 2025). The attendance rate of teachers has increased, lesson schedules are being adhered to more punctually, and teachers are starting to demonstrate independence in managing their classes without the need for strict supervision. The effectiveness of this supervision strategy is evident not only in the form of attendance statistics but also in the change in teachers' attitudes, who have become more open to criticism and evaluation (Sultan & Tirtayasa, 2025).

The strategy based on exemplary behavior also has a strong influence in encouraging teacher discipline (Sirodj & Hidayat, 2025). The head of the madrasah, who is always punctual, performs their duties professionally, and is open to feedback, has created a disciplined and respectful work atmosphere. Teachers are indirectly encouraged to align themselves with their leader's standards of behavior.

The effectiveness of this supervision strategy is also evident from the emerging organizational culture, where teachers remind each other if someone is late, and there is a sense of shame if one is undisciplined (Tina, 2018). This shows that the supervision strategy not only creates temporary changes but also forms a sustainable collective behavior pattern, which is a key indicator of successful managerial supervision (Afandi, Masrul, 2024).

Thus, the managerial supervision conducted by the head of the madrasah at MI Pidie Regency has proven to be a strategic instrument in building and strengthening the culture of teacher discipline, as long as it is carried out consistently, systematically, and based on a humanitarian approach that fosters teacher participation as partners in improving the quality of education (Ruiyah et al., 2022).

CONCLUSIONS

The conclusion of this study shows that managerial supervision conducted by the head of the madrasah plays a strategic role in improving teacher discipline, especially when it is supported by strong leadership commitment, an approach rooted in religious values and local culture, and an organizational structure that enables effective collaboration. The main contribution of this research lies in identifying a practical supervision model that combines managerial strategies with local cultural and religious values, demonstrating how this integrative approach can strengthen teacher discipline in the context of Madrasah Ibtidaiyah. However, the effectiveness of this supervision has not yet reached its full potential due to internal limitations, such as time constraints, limited technical skills in developing supervision instruments, and insufficient teacher involvement in the supervision planning process. These findings have important implications for policy and practice: they suggest the need for more proactive and participatory strategies, including capacity-building programs for madrasah heads through technical training, the development of data-driven supervision systems, and the creation of regular dialogue forums between school leaders and teachers. For policymakers, this study highlights the importance of designing professional development initiatives and regulatory support that are sensitive to local culture and religious values. By adopting an integrative and culturally grounded supervision approach, managerial supervision can become a powerful and sustainable instrument to foster a disciplined, collaborative, and value-based educational environment in madrasahs.

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