

# Informal Guidance Academic Supervision In Integrated Learning Improvement

Kamaludin  
Universitas Negeri Semarang,  
Indonesia  
[kamaludin.abahrizka@students.unnes.ac.id](mailto:kamaludin.abahrizka@students.unnes.ac.id)

Joko Widodo  
Universitas Negeri Semarang,  
Indonesia  
[jokowidodo@mail.unnes.ac.id](mailto:jokowidodo@mail.unnes.ac.id)

Eko Handoyo  
Universitas Negeri Semarang,  
Indonesia  
[ekohandoyo@mail.unnes.ac.id](mailto:ekohandoyo@mail.unnes.ac.id)

Ali Masyhar  
Universitas Negeri Semarang, Indonesia  
[ali\\_masyhar@mail.unnes.ac.id](mailto:ali_masyhar@mail.unnes.ac.id)

**Abstract**---The research aims to acquire a hypothesis on the implementation of academic supervision guidance in the improvement of learning integrated with primary schools. This research uses qualitative research methods. The focus of the research in this study is to analyze gaps that occur to look for the root of the problem in implementing the guidance of academic supervision in integrated learning improvement. The results of this research are the hypothesis that the motivation of supervisors in conducting learning improvement guidance for teachers affected the quality of learning improvement conducted by the teachers and the implementation of the guidance of academic supervision through a collaborative approach in elementary school can be more effective by integrating guidance through formal guidance and informal guidance by emphasizing the commitment of improvement through ongoing informal guidance.

**Keywords:** Informal guidance, academic supervision, integrated learning improvement

## I. INTRODUCTION

The learning process occupies a very decisive position in the components of the education system. It requires serious handling and commitment to quality assurance in a learning process in the unit of education by existing stakeholders. The components in the education system that consist of inputs, processes, outputs, and outcomes are a holistic unity. The quality of output to be produced by the education unit is heavily influenced by the quality factor of the input and process components. Nowadays, the distribution of education is important to produce human resources, especially towards gold Indonesia 2045. Education in this case is a social and business activity whose main purpose is to produce graduates who know and are recognized by the users of the outcome. Students as one of the input components have different cognitive ability backgrounds. The diversity of character and different cognitive abilities that students have in need of an education process through the agreed quality assurance by all stakeholders in each education unit so that educational objectives can be achieved with

effective and efficient. One form of quality assurance in the education process is the implementation of academic supervision conducted by the principal and school supervisor.

Academic supervision is supervision that emphasizes observations on academic issues, which is directly within the scope of the learning activities undertaken by teachers to assist students while they are in the process of learning to teach [1]. Academic supervision is a supervisory function with regards to the implementation aspects of coaching tasks, monitoring, assessment, and training of professional teachers in planning learning, conducting learning, assessing learning outcomes, guiding and training students, and carrying out additional tasks inherent to the implementation of basic activities following teacher workload [2]. Academic supervision is a series of activities to help teachers develop their ability to manage the learning process, then assessing the teacher's work in managing the learning process is one of the activities that cannot be avoided by the process [3]. Teacher competence is dominant in the implementation of the learning process. According to the LAW of the Republic of Indonesia Number 14 of 2015 about teachers and lecturers define competence as a set of knowledge, skills, and behaviors that must be owned, held and mastered by teachers or lecturers in carrying out the professional duties [4]. Broke and Stone reveals that competence is an image of the qualitative nature of the teacher's behavior that seems very meaningful [5]. Meanwhile, Barlow suggested that the competency of teachers is the ability of a teacher to implement obligations responsibly and worthily [6]. The teacher is an intellectual actor in the learning process where teachers fully study the direction of learning, both related to the planning of learning, determining the achievement of learning indicators, use of learning methods, and evaluation of learning.

Academic supervision as quality assurance in the education system has a strategic role in improving the competency of teachers [7]. According to Suparno, the competency standards required by a

teacher in carrying out their work requires teachers to master the curriculum, mastering the subject matter, understanding education policies, understanding the characteristics and content of learning materials, mastering the concept, understanding the context of the science with society and the environment, understand how the impact and relation of the science in people's lives and with the other sciences [8]. Competence is a sufficient ability to perform work gained through education and training pathways [9]. The improvement of teacher competence has a positive impact on the quality of learning done by the teacher [10], [11], [12]. In the implementation of academic supervision, the orientation of academic supervision activities in the form of a follow-up step towards the improvement of the learning process done by the teacher and not only limited performance assessment. Learning quality improvement efforts for students are initiated through the evaluation of academic supervision activities with the follow-up guidance. Guidance on follow-up activities as a result of the evaluation of academic supervision conducted formally and informally. Formal guidance performed by the principal or school supervisor and the teacher is conducted following the formal working hours that have space and time constraints. This formal guidance can be integrated with informal guidance so that the learning quality improvement process can be effective and able to solve the problem of learning deeply.

The research results of the Programme for International Student Assessment 2018 were released on Tuesday, December 3, 2019. Based on the results of the study, Indonesia's PISA rating of 2018 goes down when compared to the PISA results in 2015. This study in 2018 judged 600,000 children 15 years of age from 79 countries every three years. This study compares the mathematical, reading, and scientific performance of each child. As for the category of reading ability, Indonesia is ranked 6th from below alias rating 74. The Indonesian average score is 371, which is under Panama that has an average score of 377. While the first rank was occupied by China with an average score of 555. The second position is occupied by Singapore with an average score of 549 and Macao, China ranks three with an average score of 525. While Finland was often used as an educational system pilot, it was ranked 7th with an average score of 520. For the mathematics category, Indonesia is ranked 7th from the bottom (73) with an average score of 379. Indonesia is above Saudi Arabia which has an average score of 373. Then to rank one, China still occupied with an average score of 591. For the science performance category, Indonesia was ranked 9th from below (71), with an average score of 396. It is above Saudi Arabia which has an average score of 386. Ranked one Chinese occupied with an average score of 590 (OECD, 2019). In this regard, the output learning produced in the education system is influenced by the competency of the teacher in

implementing the learning process. Based on data obtained by researchers through observations and preliminary interviews conducted by researchers there is a gap in the implementation of academic supervision in elementary school which is the implementation of academic supervision conducted as a performance assessment process solely without a concrete follow-up step towards the improvement of learning conducted by the teacher. In theory, the implementation of academic supervision is performed as a guidance to improve the quality of the learning process performed by teachers where performance evaluation results are the starting point and mapping to the completion of learning problems that teachers have in the effort to improve their learning quality. The gap that occurs in the implementation of academic supervision in elementary school is a gap that will be sought by the root of the problem in this research. The research aims to acquire a hypothesis on the implementation of academic supervision guidance in the improvement of learning integrated with primary schools. The benefit of this research for the science of Education Management is to provide an integrated guidance concept in the implementation of academic supervision to improve the learning done by the teacher.

## II. METHODS

Based on the objectives and issues studied, this study uses qualitative research methods. Based on a qualitative research family, the study was included in descriptive research. This research was conducted from January to March 2020, with a research site in Brebes Province Central Java. The focus of research in this research is to analyze gaps that occurred to look for the root problem in the implementation of academic supervision guidance in the improvement of integrated learning implemented in elementary school then conclude.

This study obtained data in the form of primary data and secondary data using triangulation techniques, namely through in-depth interviews, observations, and documentation. The research instruments in this research are researchers themselves. This study used purposive sampling in determining the informant. The informant is a key informant consisting of a school supervisor, a school principal, and a state primary school teacher in Brebes County, with several 15 informants with a minimum of 5 years of work. Data analysis techniques used by analyzing data, interpreting data, and drawing conclusions.

## III. RESULTS AND DISCUSSION

In the implementation of academic supervision, guidance is the most important thing in the process. The implementation of academic supervision is not only a record of the teacher's

performance in carrying out the learning process for students. This record provides a good or poor representation of performance for teachers in the implementation of learning and as a form of a report of the principal's responsibility or school supervisor that the academic supervision has performed. The fact of the implementation of academic supervision is the quality improvement of learning performed by teachers. This improvement can be done through guidance conducted by the supervisor in this case the school principal and school supervisor. Guidance is conducted by the supervisor integrating formal and informal guidance. Formal guidance of education administration is the obligation of the supervisor in conducting follow-up to the evaluation result of the implementation of academic supervision. Limited formal guidance on space and time will impede thorough learning improvements as it only discusses the outline of the solution to existing issues without touching the substance of the problem and only direct advice for teachers.

The implementation of academic supervision is an effort to perform quality assurance on the learning done by teachers. This quality assurance is a mutual agreement of stakeholders in the unit of education. Quality assurance is a series of processes and related systems for collecting, analyzing, and reporting data on the performance and quality of educators and education, programs, and institutions [13]. The quality assurance of the study program is intended to ensure the quality of inputs, processes, and outputs (graduates) as expected. The results of quality learning in the implementation of the education system requires a process conducted through a mechanism that is guided, sustainable, and holistic [14]. Process components in the education system have a crucial role in determining the successful presence of an education system. In this process component, there are institutional management processes, learning activities process, and monitoring and evaluation process. In this case, the learning process is the most important in this process component because the learning process determines the output that will be produced in an education system. The competency of teachers, learning media, and methods of learning and curriculum used are influential things in the learning process. The standards defined in the learning process do not assure the quality of the learning produced. This is because the complexity of the problems faced by teachers in implementing the learning process includes the problem of students' interest, student characteristics, innovations in learning methods conducted by the teacher, as well as the proper use of learning media by the material provided by the teacher.

The complexity of the problems faced by teachers is not static but dynamic [15], meaning that problems in the learning process can occur at any time and in vulnerable times that can not be determined.

Problems that occur require continuous improvement and require comprehensive guidance by the problems that occur to obtain a solution solving the problem immediately and the problem is not increasingly overlapping without any follow-up to the resolution that will potentially impede the achievement of learning outcomes that have been established by the Unit of education. The problems in the learning process can be identified and identified through the implementation of academic supervision. The quality issues of education do not stand alone but are associated with a system of mutual effect. The output quality is influenced by input quality and process quality [16]. The low quality of teachers in Indonesia is caused by various factors. One such factor is the implementation of supervision that has not been optimal either by the supervisor or by the principal [17]. A general weakness that occurs in conducting professional teaching and meaningful learning is to conduct mapping in curriculum study, making worksheets, development of learning Media, assessment and preparation of assessment rubric, and drafting of reflection journals [18].

Academic supervision is a monitoring and evaluation activity and guidance to improve the learning process done by the teacher. Academic supervision is conducted not only as a monitoring and evaluation of the teacher's performance in the learning process solely without a follow-up of the evaluation results through guidance given by the supervisor. The fact of academic supervision is the improvement of the learning process performed by teachers [19]. According to Willian N Dunn defines the evaluation is a stage closely related to monitoring activities because evaluation activities can use the data provided through monitoring activities. Evaluation is a process to identify problems, collect data and analyze data, conclude the results that have been achieved, interpret the results into a policy formulation, and present the information (recommendations) for decision-making based on the truth of the evaluation result. Monitoring provides basic data to address issues. Data obtained during monitoring will be needed when evaluation to position these data to be used and expected to provide added value to the program [20]. The process of monitoring and evaluation of academic supervision serves as the mapping and identification of the problems faced by teachers in the learning process. The result of the monitoring and evaluation process is a follow-up guideline conducted by the supervisor in the process of learning improvement conducted by the teacher. This guideline provides a prioritized scale of problems that need to be solved in the learning improvement process. This priority scale serves to prioritize the most substantial problems and impact the implementation of the learning process done by the teacher.

The integration of guidance in academic supervision through formal and informal guidance

determines the effectiveness of the outcome of the learning improvement process conducted by the teacher. Both formal and informal guidance is complementary to the follow-up process of academic supervision. Formal guidance is a representation of academic supervision activities by the authority owned by the supervisor in the implementation of academic supervision. According to Tolbert, guidance is the whole program or all activities and services in the educational institution which is organized on assisting the individual so that they can organize and implement the plan and make adjustments in all aspects of his life daily [21]. Guidance in principle is the process of providing assistance made by a skilled person to a person or several individuals in terms of understanding oneself, linking an understanding of himself to the environment, choosing, determining, and devising a plan by the concept of himself and the environmental demands based on the prevailing norms [22]. While the formal effort is deliberately organized, planning, directed, and systematic [23]. Based on that, formal guidance is the process of providing a deliberate, planning, directed, and systematic manner by the skilled person to assist the individual so that they can organize and implement the plan and adjust themselves according to the concept of themselves and the demands of the environment based on the prevailing norms. Formal guidance is more likely to produce a record of performance from the achievement of teachers in performing their duties as teachers and guidance indirect advice without any in-depth discussions regarding the problems faced by teachers in the learning process. This also makes the implementation of academic supervision in the orientation of the administrative reporting mechanisms as a form of responsibility inherent to the authority of the supervisor to the institution and the relevant education office. The orientation of academic supervision on the reporting of this administration leads to the effectiveness of the implementation of academic supervision because it serves as the under the responsibility of an academic supervisor in carrying out its duties and this does not violate the existing rules *Administarasi*. But the fact of the implementation of academic supervision by producing a learning improvement conducted by the teacher is not accomplished thoroughly and comprehensively.

In achieving the fact of the implementation of academic supervision, formal guidance can be integrated with informal guidance. According to Lester D. Crow and Alice Crow, it is said that guidance is a grant given by a man and a woman who have a good personal and adequate education, to someone (individuals) of every age to help him develop his life activities, develop his direction of sight, make his own choices, and bear his burden [24]. Guidance is the process of relief for individuals to achieve the self-understanding and self-guidance

needed for good and maximum self-adjustment in schools, families, and society [25]. While informal business is a deliberate effort, but not planned and not systematic, this form of business is implemented and developed to improve the efficiency and activities of formal activities [23]. Based on that, informal guidance is the process of assistance to the individual to develop the direction of his view that is held intentionally, but not planned and not systematically implemented to improve the efficiency and activities of formal activities. Informal guidance can improve the effectiveness of the implementation of academic supervision because it emphasizes a two-way discussion between the supervisor and teachers related to the implementation of academic supervision activities that can be conducted outside the class and the school and not necessarily face to come and can use telecommunication equipment so that it is more flexible in the implementation of academic supervision guidance. Implementation of informal guidance of academic supervision in learning improvement can be conducted through pre- and post-academic supervision activities.

Informal guidance activities pre-academic supervision were conducted before the academic supervision activities were conducted. It is intended so that there are mature preparations from both the supervisor and the teacher. Sergioivanni and Dares suggested that the level of ability, needs, interests, and maturity of the professional and other personal characteristics of teachers should be based on consideration in developing and implementing the academic Supervision Program [26]. The preparation of this side of the supervisor is related to the academic supervision approach. This approach is related to the academic supervision approach that will be applied by supervisors based on teachers' competencies and needs. This approach to academic supervision involves a directive, non-directive, or collaborative approach. The directive's approach is based on the belief that teaching consists of technical skills with the standards and competencies that have been known with the role of supervisors explaining, giving examples, and assessing teacher skills. The non-directive approach is based on the that every teacher knows the best how to change learning needs and can think and act according to his ability with a supervisor role helping teachers in the process of thinking through his actions. The collaborative approach is based on the that teaching is essentially a problem solving, whereby two or more people participate in the hypothesis for a problem, experiment, and implement a teaching strategy more relevant to its environment with a supervisor role guiding the problem-solving process and keeping teachers focused on their problems [27]. The approach that will be applied by an academic supervisor is based on the introduction of competence and teacher character through discussions in informal mentoring activities pre-academic supervision.

In informal guidance activities pre-academic supervision, the supervisor will have a general overview of the teacher's performance in implementing the learning process related to the preparation of teaching materials, syllabus, learning Implementation Plan, selection of learning methods, use of media and information technology in the learning process, and assessment of processes and learning outcomes. The picture of the supervisor has become an early improvement input material that is fundamental in the context of improvements related to the appropriate learning administration for teachers in the implementation of the academic supervision to be performed. This has become important because the learning activities undertaken by the teachers begin through the process of learning preparation through administrative planning such as the preparation of teaching materials, syllabus, and the implementation plan of learning. Informal guidance of pre-supervision can increase the level of readiness of the teacher in carrying out academic supervision activities to be more comprehensive and directional.

The academic supervision activities that have been conducted will produce a teacher's performance evaluation in the learning process that has been supervised. This performance evaluation is a reference for supervisors in providing instruction for the improvement of learning for teachers. Formal guidance will be given by the supervisor at the time of the implementation of academic supervision activities and formal guidance tends to provide direction of improvement that is in direct advice. Teachers position themselves as someone who has to do the direction of the supervisor completely. Instructions given by the supervisor make the teacher have a picture of improvement. The application of referrals becomes the most important in improving learning for teachers. This is because the substance of the implementation of academic supervision is a referral improvement that is implemented by the teacher. In implementing the direction of the supervisor, the teacher will have a wide range of interpretations that will result in a learning improvement that is potentially far from the supervisor's expectation. This also makes formal guidance provided by the supervisor not enough to produce the learning improvements as expected. Informal post-supervision guidance has a strategic position in generating and thorough learning improvements. The instructions given informal guidance are general. These common instructions will be specifically outlined through informal guidance.

Informal post-supervision guidance serves as a clarifying guide and ensures referrals are performed by the guidance of the supervisor in the improvement of the teacher's learning. Teachers will have broader access to unlimited space and time in obtaining detailed referrals through informal post-supervision guidance. The guidance from the supervisor is implemented by the teacher gradually

and requires assistance in the implementation through informal mentoring after continuous supervision by the needs of the teacher. If the repairs made by the teacher based on the supervisor's instructions have been carried out well and fulfill the expectations of the supervisor then the implementation of academic supervision in a certain period has been done in a few cases. The results of evaluation and improvement that have been carried out in a certain period are the basis of the referral Supervisor in implementing the academic supervision in the next period. The large number of complexity faced by teachers in the learning process makes academic supervision a very strategic position on quality assurance in the education system to produce the resulting output as expected by stakeholders in the education unit.

The motivation of academic supervisors is key to the effectiveness of the implementation of academic supervision through formal and informal guidance integrated with the improvement of learning. Formal guidance can be integrated with informal guidance in the process of improving learning as a follow-up evaluation of the implementation of academic supervision. Informal guidance has a flexible nature, unlimited space, and time, as well as a positive synergy through a two-way discussion between supervisors and teachers in increasing effectiveness in the learning quality improvement process. In solving existing problems, the motivation of supervisors in conducting guidance on learning improvement for the teacher affects the quality of learning improvements performed by teachers and the implementation of the guidance of academic supervision through a collaborative approach in elementary school can be more effective by integrating guidance through formal guidance and informal guidance by emphasizing the commitment of improvement through ongoing informal guidance. The novelty in this study is the application of informal guidance integrated with formal guidance to provide a comprehensive concept of learning improvement conducted by the teachers and the benefits of this research for the science of education management, namely to provide integrated guidance in the implementation of academic supervision in the framework of the improvement of learning conducted by the teacher.

#### IV. CONCLUSION

Integrated guidance in the implementation of academic supervision is an integration of formal and informal guidance. Formal guidance that provides a general sense of direction with limited space and time can be detailed in more detail through informal guidance that has unlimited flexibility of space and time. The implementation of instructions from supervisors conducted by the teacher gradually and require assistance can be done through informal guidance that is continuous according to the needs of the teacher. The effectiveness of the implementation

of academic supervision is influenced by the motivation of supervisors in implementing learning improvement guidance for teachers and the effectiveness of academic supervision implementation is influenced by the supervisor's commitment to improvement through ongoing informal guidance. The gap in the implementation of academic supervision in elementary school is the implementation of academic supervision conducted as a process of performance assessment only without the concrete follow-up steps to the improvement of learning conducted by the teacher. Theoretically, the implementation of academic supervision is done as a process of guidance to improve the quality of the learning process performed by teachers where performance evaluation result is the starting point and mapping to the completion of learning problems that the teacher has in the effort to improve the quality of learning. The root cause of the gap is the lack of a commitment to the improvement of learning by supervisors in conducting follow-up through integrated guidance both formally and informally in the implementation of academic supervision. Informal guidance can be implemented as an integration of guidance that supports the achievement of formal guidance given by supervisors to improve the effectiveness of learning improvements performed by teachers. Informal guidance makes it easy for teachers to perform ongoing improvements in learning. The process of improvement as a follow-up in the academic supervision activities implemented by the teacher will meet the barriers and challenges in carrying out the direction of the supervisor. Point by point improvement that is implemented gradually by the teacher requires ongoing informal guidance from the supervisor to improve the direction expected by the supervisor and the stakeholders of the education unit. The flexibility of space and time in the implementation of informal guidance requires a high commitment by supervisors in the implementation of improvement of learning as a form of follow-up of the implementation of academic supervision to improve learning by expectations for teachers, supervisors, students, and stakeholders in the unit of education.

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