

Article

The Influence of Academic Supervision and Supervision on the Performance of Teacher Working Groups in Banyuasin III District, Banyuasin Regency

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Abstract: This study aims to determine the effect of academic supervision and supervision on the performance of teacher working groups (KKG) in Banyuasin III District, Banyuasin Regency. KKG performance is very important in improving professionalism and the quality of learning in elementary schools. The research method used is quantitative with an associative approach. Data were collected through questionnaires distributed to KKG members, then analyzed using multiple linear regression. The results of the study indicate that academic supervision and supervision have a positive and significant effect on KKG performance. Structured supervision and effective academic supervision can encourage teachers to be more active, collaborative, and innovative in working group activities. These findings provide important implications for education managers in designing more optimal coaching strategies for teachers by improving the quality of academic supervision and supervision.

Keywords: Academic Supervision, Banyuasin III, Performance, Supervision, Teacher Working Group.

1. Introduction

The importance of education in the effort to face the progress of the times is very clearly stated in the Preamble to the 1945 Constitution, paragraph four, the sentence of which reads to educate the nation's life and participate in implementing world order based on independence, eternal peace and social justice. The statement contained in the preamble to the 1945 Constitution, paragraph four, is also supported by the Republic of Indonesia Law Number 20 of 2003 concerning the National Education System, article paragraph 1 paragraph 1 Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble morals and skills needed by themselves, society, nation and state.

Law of the Republic of Indonesia Number 14 of 2005 Chapter 1 Article 1 Paragraph 1 concerning Teachers and Lecturers states that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education, formal education, basic education, and secondary education. A good teacher, in addition to having the ability to educate and teach students, is also able to manage the class in the process of planning, organizing, directing, and controlling resources to achieve the learning objectives that have been formulated.

Good teachers can be realized through academic supervision and supervision activities because these two activities can observe and evaluate teachers in carrying out their duties in managing learning activities in their classes. To realize active learning, so that the learning process is not always centered on the teacher and students are able to understand the learning material, good and professional teacher performance is needed. Supardi (2019:53)

The principal is an educational staff whose role is very important in developing the professional abilities of teachers. The principal functions as an academic supervisor and managerial supervisor both individually and in groups. As an academic supervisor, the

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principal is obliged to help realize the professional abilities of teachers so that teachers can improve the quality of the learning process in the classroom. The role of the principal as a supervisor should be an educational consultant who always accompanies teachers in improving the quality of education. It is hoped that with the help of supervisor supervision. Regarding the relationship between supervision and academic supervision carried out by the principal on teachers will produce better quality learning output.

Teacher working groups as a team with various teacher backgrounds, both in terms of school environment, experience, mastery of materials, teaching methods, classroom management, and in terms of education level, should be able to be a capable forum for conducting training and sharing information and ideas with fellow teachers to provide solutions and improve their professionalism. One of the things that teachers should pay attention to is building effective communication between fellow members so that they can help each other, motivate each other, and teacher working groups that still tend to be passive. activate Teacher Working Groups.

2. Proposed Method

Teacher Working Group

Trimo (2017:10) said that the teacher working group is a professional organization of teachers that is deliberately formed by teachers, structural in nature in a region or school cluster as a vehicle for exchanging experiences to improve teacher skills and improve the quality of learning. The teacher working group is a forum for cooperation between teachers in a group, in an effort to improve their professional skills (Muslim, 2017:9). In addition, the teacher working group is the most effective and targeted approach in developing oneself which also has an impact on teacher teaching performance. The ability of teacher teaching performance is very much needed, because teachers are the people at the forefront and are one of the determining factors for the success of every educational effort. That is why every educational innovation, especially in the curriculum and improving human resources resulting from educational efforts, always leads to the teacher factor. The teacher working group is the awareness that teachers as a profession in improving the quality of human resources need to continuously strive to improve their abilities in implementing education and providing services to students in and outside of school (Mulyasa, 2018:140).

Teacher Work is an activity forum in the form of an active professional development system for Elementary School teachers within a sub-district cluster formed by a group of teachers from a number of schools to improve the quality and quality of education through planned activities that are implemented and evaluated together. (Hendriana, 2018:29). The teacher work group is a forum for a group of teachers to solve problems faced by teachers in learning through meetings by discussing creating and implementing teaching with demonstration methods regarding the use of teaching aids or media. The teacher work group aims to improve the quality of knowledge, mastery of learning materials, teaching techniques, and all kinds of activities that create effective teaching and learning activities.

Supervision

According to Fahmi (2015:53) supervision can be defined as a way for an organization to realize effective and efficient performance and further support the realization of the organization's vision and mission. According to Moekizat (in Satriadi, 2015:289) supervision is something that is done, meaning the results of the work, assessing the results of the work, and if necessary taking corrective actions so that the results of the work are in accordance with the plan. According to Armstrong (in Satriadi, 2016:89) supervision is a process of a leader's activities to ensure that the implementation of organizational activities is in accordance with the plans, policies, and provisions that have been set.

According to Handoko (2017: 359-360) supervision can be interpreted as a process to "ensure" that organizational and management goals are achieved. According to Harianto (2020: 13) work supervision is a systematic effort to set performance standards in a plan in order to design an information feedback system to determine whether a deviation occurs and measure the extent of the deviation, and to take the necessary corrective actions to ensure that all tasks carried out have been carried out as effectively as possible to achieve organizational goals. Supervision can be defined as one way for organizations to create optimal employee performance, and more effectively support the realization of the organization's vision and mission (Hasibuan, 2013: 49).

Work supervision can be interpreted as the activity of observing, assessing, directing work, and using the authority given by superiors to their subordinates so that sanctions can be given to subordinates structurally, which are carried out continuously and sustainably. Supervision is all activities to ensure and guarantee that the work or tasks carried out have been carried out according to the established plan, regulations or policies that have been prepared and orders or instructions that have been given in the implementation of the plan. Supervision is required to be able to measure what has been achieved, assess the implementation whether it is running smoothly or not, and conduct evaluations and adjustments that are considered necessary to create good performance.

Academic Supervision

According to Kompriwati (2019:48) etymologically, the word supervision comes from English, namely "supervision" which means supervision. The person who carries out supervision is called a "supervisor" or supervisor. When viewed from a morphological perspective, the term "super" means above or more, and "vision" means to see, supervise, and examine. Thus, a supervisor has a position and position above or higher whose job is to see, assess, and supervise the people he supervises in order to make improvements. Furthermore, Nawawi (2019:127) said that academic supervision in the educational process is basically a service provided by leaders to help teachers become more competent in accordance with the development of science in general and educational science in particular so that they are able to increase the effectiveness of the learning process in schools. Purwanto (2021:129) said that academic supervision is all assistance from school leaders, which is aimed at the development of the leadership of teachers and other school personnel in achieving educational goals.

Sagala (2019:138) said that academic supervision is assistance and services provided to teachers so that they are willing to continue learning, improve the quality of their learning, foster teacher creativity, improve together by selecting and revising educational objectives, teaching materials, teaching models and methods, and teaching evaluations to improve the quality of teaching, education, and curriculum in development and teaching and learning well in order to obtain better results. Meanwhile, Satori (2018:148) stated that academic supervision is an activity carried out for teachers so that they do not make mistakes and deviate in carrying out the teaching and learning process, so that the quality of the learning process and learning outcomes can be achieved well.

3. Methods

The method that will be used in this study is a research method with a quantitative approach. According to Sugiyono (2017:139), quantitative research methods are defined as research methods based on the philosophy of positivism, used to research certain populations or samples, sampling techniques are generally carried out randomly, data collection using research instruments, data analysis is quantitative or statistical in nature with the aim of testing the established hypothesis. The approach used in this study is descriptive statistics which describes the research results in the form of discussions

4. Results And Discussion

Research result

This research was conducted on Saturday, December 28, 2024 at 10.00 - 11.30 WIB located at the center of teacher work group activities in Banyuasin III sub-district. To obtain research data on supervision, academic supervision and performance of teacher work groups, researchers distributed research questionnaires to 100 members of teacher work groups in Banyuasin III sub-district.

The statistical test used to assess normality in this study is the Jarque Bera (JB) test with a histogram-normality test. With a significance level of 5%, the indicator used to make a decision that the data is normally distributed or not is if the probability value is greater (\geq) than 0.05 then the data is normally distributed. If the probability value is less (\leq) than 0.05 then the data is not normally distributed. Data normality testing is a basic prerequisite in parametric analysis such as Pearson correlation, mean comparison test, variance analysis, and so on, because the data to be analyzed parametrically must be normally distributed. SPSS 25.0 for windows uses the One-Sample Kolmogorov-Smirnov Test normality test method, with the following results:

Table 1. Data Normality Test Table.

One-Sample Kolmogorov-Smirnov Test				
		Teacher work group performance (Y)	Supervision (X1)	Academic supervision (X2)
N		100	100	
Normal Parameters ^a	Mean	98,8079	67,8826	100
	Std. Deviation	7.77481	6,79862	44,5901
Most Extreme Differences	Absolute	,199	,167	6,6139
	Positive	,199	,167	,142
	Negative	-,093	-,099	,089
Test Statistics		,121	,140	-,1219
Asymp Sig. (2-tailed)		,204 ^c	,100 ^c	,200 ^c
a. Test distribution is Normal				
b. Calculated from data				

The results of the normality test in the table. The output of the One-Sample Kolmogorov-Smirnov Test above to analyze it can be seen the significance value of Asymp. Sig. (2-tailed) for variable Y (teacher work group performance) with a value of 0.204, then variable X1 (supervision) with a value of 0.100, then variable X2 (academic supervision) with a value of 0.200, because the significance for all variables all show greater than 0.05. then it can be concluded that all variables (supervision, academic supervision and teacher work group performance) the data distribution can be stated as normal.

Table 2. Linearity Test Table of Variable X1 (Supervision) Against Y (Teacher Working Group Performance)

ANOVA Table							
			Sum of Squares	Df	Mean Square	F	Sig
Teacher Working Group Performance (Y)	Between Groups	(Combined)	7963.870	13	59,782	5,571	,003
		Linearity	469,488	1	396,997	12,402	,003
Supervision (X1)		Deviation from Linearity	37,770	12	39,680	5,046	,080
	Within Groups		890,659	74	17,774		
	Total		936,1787	100			

The table above explains about linearity testing, what is tested is the linearity relationship between variable X1 (supervision) and variable Y (teacher work group performance), the significant linearity value must be below 0.05, if the value is below the level of 0.05 then it can be said that there is a linear relationship, from the results it can be seen that the value produced in the significant linearity is 0.003, which means that the value is below the level of 0.05 ($0.003 < 0.05$) thus the relationship between these variables is linear.

Table 3 Testing Methods for Supervisory Variables (X1) on Teacher Work Group Performance (Y)

Variables Entered/Removed^a			
Model	Variable Entered	Variables Removed	Method
1	Supervision (X1) ^b		Enter
a. Dependent Variable Teacher Work Group Performance (Y)			
b. All requested variables entered			

The table above explains that the researcher entered the variable X1 (supervision) into the simple regression research model, where the dependent variable is the variable (Y) of teacher work group performance, as seen in the table, only the variable X1 (supervision) is

used as a measuring variable (independent), The table also explains that the researcher used the enter method in the analysis.

The hypothesis testing design is used to determine the correlation of the two variables studied. To find out the results of the t-test of the supervision variable (X1) and the teacher work group performance variable (Y), it can be seen in the following table:

Table 4. t-Test Table of Supervision Variables (X1) and Teacher Work Group Performance (Y)

Coefficients ^a			
Model		t	sig.
1	Constant	3,671	,000
	Supervision (X1)	3,652	,003
a. Dependent Variable: Teacher Performance (Y)			

Furthermore, the results of the t-test above can be explained as follows: that the supervision variable (X1) on the teacher work group performance variable (Y) shows that; The calculated t value = 3.652 is greater than the t-table value of 1.671 with a significant level = $0.003 < (\alpha) 0.05$, (t Table is obtained from: $df (n-2) 100 - 2 = 98$ so that the t-table value is 1.671), this shows that H_0 is rejected and H_a is accepted which means that partially the supervision variable has a significant influence on the performance of the teacher work group

To find out the results of the f-test of the supervision variable (X1) and the academic supervision variable (X2), the teacher work group performance variable (Y) can be seen in the following table:

Table 5. f-Test of Supervision Variable (X1) and Academic Supervision Variable (X2) Against Teacher Group Performance Variable (Y)

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	f	sig
1	Regression	355,271	2	295,251	7,341	,002 ^b
	Residual	1409,402	98	15,709		
	Total	1764,673	100			
a. Dependent Variable: Teacher Work Group Performance (Y)						
b. Predictors: (Constant), Academic Supervision (X2), Organizational Climate (X1)						

Based on the table above with testing using SPSS 25 for windows, it can be seen that the calculated F obtained is $7.341 > F_{Table} = 2.06$ (F_{Table} is obtained from: $df = n - k - 1 = 100 - 2 - 1 = 97$, so the value of F_{Table} is 2.06). and the level of significance simultaneously is $0.002 < (\alpha) = 0.05$ so that H_0 is rejected and H_a is accepted. This means: H_a shows that academic supervision and supervision have a significant effect on teacher performance in the Teacher Working Group in Banyuasin III District

To test the hypothesis that the researcher proposed in this study, the researcher used the t-test technique. The t-test is used to determine whether there is a significant partial influence between one independent variable, namely supervision, on one dependent variable, namely the performance of the teacher work group.

The calculation results of the t-test prove that the supervision variable (X1) on the teacher work group performance variable (Y) shows that; The calculated t value = 3.652 is greater than the t Table value of 1.671 with a significant level = $0.003 < (\alpha) 0.05$, (t Table is obtained from: $df (n-2) 100 - 2 = 98$ so that the t Table value is 1.671, this shows that H_0 is rejected and H_a is accepted which means that partially the supervision variable has a significant influence on the performance of the teacher work group in Banyuasin III District. The results of this calculation prove that supervision has an influence on teacher performance in the Teacher Work Group in Banyuasin III District.

Hasibuan (2019:193) said that supervision has the following objectives: 1) Maintain compliance: Ensure that applicable policies, regulations, or procedures are complied with by all relevant parties; 2) Improve performance: By conducting supervision, areas that require improvement can be found so that overall performance can be improved; 3) Prevent deviations: Supervision aims to detect and prevent deviations or actions that are not in accordance with the objectives that have been set; 4) Ensure efficiency: Supervision helps ensure that resources used in activities or projects are managed properly and not wasted; 5) Ensure accountability: Supervision ensures that each party involved is responsible for the results of their work.

The results of the t-test calculation state that the academic supervision variable (X2) on the teacher performance variable (Y) shows that; The calculated t value = 3.382 is greater than the tTable value of 1.671 with a significant level = $0.002 < (\alpha) 0.05$, (t Table is obtained from: $df (n-2) 100 - 2 = 98$ so that the tTable value is 1.671), this shows that H_0 is rejected and H_a is accepted which means that partially the academic supervision variable (X2) has a significant influence on the performance of the teacher work group. Teacher work group in Banyuasin III District (Y)

Academic supervision is all assistance from school leaders, which is aimed at developing the leadership of teachers and other school personnel in achieving educational goals (Purwanto, 2012:76). Meanwhile, according to Nasution (2021:219) academic supervision is a supervision process carried out by supervisors, either supervisors or principals 15 to teachers which aims to strengthen and improve the quality of learning in schools which is expected to contribute to improving the quality of student learning. Through academic supervision activities, teachers are expected to be able to improve the quality of the learning process and supervisors can plan professional development programs

Based on the table above with testing using SPSS 25 for windows, it can be seen that the calculated F obtained is $7.341 > F_{Table} = 2.06$ (fTable is obtained from: $df = n - k - 1 = 100 - 2 - 1 = 97$, so the value of fTable is 2.06). and the level of significance simultaneously is $0.001 < (\alpha) = 0.05$ so that H_0 is rejected and H_a is accepted. This means: H_a : shows that academic supervision and supervision have a significant effect on the performance of teacher work groups in Banyuasin III District

This evidence shows that the factors of supervision and academic supervision have a significant influence on the performance of teacher groups in carrying out their duties at school. Good supervision is able to create good performance, and good academic supervision of teachers will contribute to the achievement of good performance, therefore good supervision and good academic supervision will be able to contribute to teachers in achieving good performance in carrying out work at school.

5. Conclusion

From the results of the research that the researcher has conducted, the conclusions of this research are as follows: There is a significant partial influence between supervision on the performance of teacher work groups in Banyuasin III sub-district, where the calculated t value is greater than the t table ($3.652 > 1.671$). The results of this study indicate that there is a significant influence between supervision on the performance of teacher work groups in Banyuasin III sub-district. With the supervision activities that are carried out properly, the performance of teacher work groups in Banyuasin III sub-district can be improved.

There is a significant partial influence between academic supervision on the performance of teacher work groups in Banyuasin III sub-district where the t-count value is greater than t-table ($3.382 > 1.671$). Academic supervision activities carried out by the principal play an important role in achieving the desired school goals. Therefore, continuous academic supervision activities can be carried out to improve the performance of teacher work groups in Banyuasin III sub-district. If in carrying out their duties teachers are supervised academically, then teachers feel that they are getting attention and guidance from the head of the teacher work group, teachers will work well and always try to show their performance that is oriented towards achieving the desired goals of the school.

There is a significant simultaneous influence between academic supervision and supervision on the performance of the teacher working group in Banyuasin III sub-district where the calculated f value is greater than the f Table ($7.341 > 2.74$). Academic supervision and supervision activities carried out on members of the teacher working group in Banyuasin III sub-district greatly influence their performance in carrying out their duties, therefore the head of the teacher working group in Banyuasin III sub-district must strive to carry out academic supervision and supervision activities routinely and well to members of the teacher working group in Banyuasin III sub-district so that members of the teacher working group in Banyuasin III sub-district can improve their performance in their respective schools.

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