
**ACADEMIC SUPERVISION BY SCHOOL PRINCIPALS
(MULTISITE STUDY AT SDN SN PELAMBUAN 4 AND SDN
MELAYU 2 IN BANJARMASIN CITY)*****¹Dahlia, ²Aslamiah, ³Metroyadi**^{*1,2,3}Universitas Negeri Lambung MangkuratEmail: ^{*1}dahliapgsd16@gmail.com, ²aslamiah@unlam.ac.id, ³metroyadi@ulm.ac.id**Abstract**

The principal has the duty as a supervisor. In supervision, the principal has the duty and responsibility to advance teaching through continuous improvement of the teaching profession. The purpose of this study is to analyze in depth the model, approach, and follow-up of the principal's academic supervision at SDN SN Pelambuan 4 and SDN Melayu 2 in Banjarmasin City. This study uses a qualitative approach with a multi-site study design and data collection techniques through interviews, observation, and documentation. The research data sources are the principal and teachers. Data analysis uses descriptive analysis starting with data condensation, data presentation, drawing and verifying conclusions. Data validity checking techniques are carried out through observation and triangulation. The results of this study show that the supervision model implemented using a clinical model through case discussions and traditional with direct classroom observation is able to improve teacher performance and provide effective learning facilities for students through the pre-supervision, supervision, post-supervision or follow-up stages. The academic supervision approach is carried out indirectly through discussions with teachers before and after supervision activities. The collaborative approach has been able to help teachers provide alternative solutions to the problems being faced. The follow-up of academic supervision has been carried out as it should be as a concrete form of improvement and enhancement of the quality of learning and creating competent graduates.

Keywords: Academic Supervision, Principle, Elementary School**Abstrak**

Kepala sekolah memiliki tugas sebagai supervisor. Dalam supervisi para kepala sekolah memiliki tugas serta tanggung jawab untuk memajukan pengajaran melalui peningkatan profesi pendidik secara terus-menerus. Tujuan dari penelitian adalah menganalisis secara mendalam model, pendekatan, dan tindak lanjut supervisi akademik kepala sekolah di SDN SN Pelambuan 4 dan SDN Melayu 2 Kota Banjarmasin. Penelitian ini menggunakan pendekatan kualitatif dengan rancangan studi multisitus dan teknik pengumpulan data melalui wawancara, observasi dan dokumentasi. Sumber data penelitian adalah kepala sekolah dan guru. Analisis data menggunakan analisis deskriptif dimulai dengan kondensasi data, penyajian data, penarikan dan verifikasi kesimpulan. Teknik pemeriksaan keabsahan data dilakukan melalui pengamatan dan triangulasi. Hasil penelitian ini model supervisi yang dijalankan menggunakan model klinis melalui diskusi kasus dan tradisional dengan observasi kelas langsung, mampu meningkatkan kinerja guru dan memberikan fasilitas belajar yang efektif bagi peserta didik melalui tahapan pra-supervisi, supervisi, pasca-supervisi atau tindak lanjut.

Pendekatan supervisi akademik dilakukan secara tidak langsung melalui diskusi dengan guru, dilakukan sebelum dan sesudah kegiatan supervisi. Pendekatan kolaboratif telah mampu membantu guru untuk memberikan solusi alternatif dari permasalahan yang sedang dihadapi. Tindak lanjut supervisi akademik telah dijalankan sebagaimana mestinya sebagai bentuk nyata dalam perbaikan dan peningkatan kualitas pembelajaran serta menciptakan lulusan yang berkompeten.

Kata kunci: *Supervisi Akademik, Kepala Sekolah, Sekolah Dasar*

INTRODUCTION

The development of education in Indonesia shows a dynamic that continues to move in line with social changes, technological advances, and the demands of globalization. This transformation is reflected in curriculum updates, improvements in educational facilities and infrastructure, and the strengthening of the quality of teachers and educational personnel. Education policy is directed at creating a learning process that is adaptive to the changing times and capable of shaping 21st-century competencies. These efforts emphasize that the quality of education is not only determined by policy, but also by the quality of learning practices in the classroom, which are greatly influenced by teacher professionalism and the effectiveness of educational supervision (Danim, 2014; Sugiyono, 2018).

The normative objectives of national education are confirmed in Law Number 20 of 2003 on the National Education System, which states that education serves to develop abilities and shape the character and civilization of the nation. Education is directed at developing the potential of students to become people of faith, knowledge, creativity, independence, and responsibility as citizens. This formulation shows that education has a comprehensive orientation that includes cognitive, affective, and psychomotor dimensions. Therefore, the quality of the learning process is a key factor in achieving national education goals (Sahertian, 2008).

Educational supervision has a strategic position in improving the quality of learning because it functions as a process of professional development for teachers. Supervision is not only intended to monitor, but also to provide assistance that enables teachers to improve their pedagogical, professional, social, and personal competencies. Sahertian emphasizes that supervision is a professional service designed to help teachers improve their learning practices, thereby improving student learning outcomes. Thus, supervision is an important instrument in education quality management (Suriansyah & Purwanti, 2022).

Teachers are a major component in the learning system that determines the success of education. The role of teachers is not limited to delivering material, but also includes designing learning experiences, character building, and developing students' skills. Optimal teacher performance requires continuous coaching support through academic supervision. Danim (2014) explains that learning outcomes are influenced by the interaction of various factors, including the quality of teacher-student interaction, learning strategies, and the learning environment. Therefore, supervision serves to ensure that the

learning process is effective and in line with the needs of students.

The principal has a central role in the implementation of academic supervision because they are responsible for improving the quality of learning in schools. As a learning leader, the principal carries out the functions of planning, implementing, evaluating, and following up on supervision. When the learning process is not yet optimal, supervision becomes an important mechanism for identifying problems, providing feedback, and designing improvement strategies. This role confirms that the instructional leadership of the principal is a determining factor in the quality of education at the school (Sahertian, 2008; Sugiyono, 2018). Low teacher performance is often associated with unsystematic or inconsistent supervision. This condition has an impact not only on teachers but also on students because their learning potential is not developed to the maximum. Therefore, academic supervision needs to be carried out in a planned, collaborative, and reflective manner. A dialogical approach to supervision allows teachers to be actively involved in the learning improvement process, so that supervision is not controlling but rather professional development (Suriansyah & Purwanti, 2022). The implementation of educational supervision is also related to the competency standards of principals and supervisors.

National regulations emphasize that school principals must have managerial, supervisory, entrepreneurial, social, and personal competencies. Supervisory competence is an important dimension because it is directly related to teacher development. School principals need to understand teacher competencies so that the supervision carried out is relevant to the professional development needs of teachers. This shows that supervision is an integral part of educational leadership. Effective academic supervision contributes to improving teacher performance through constructive and data-based feedback. Teachers can identify their strengths, weaknesses, and professional development needs through a reflection process facilitated by supervision. In the long term, improved teacher performance will have an impact on the quality of learning and student learning outcomes. Therefore, supervision must be part of a school culture that supports continuous learning. From an educational management perspective, supervision is part of a continuous quality improvement cycle that includes planning, implementation, evaluation, and follow-up. This cycle enables schools to make improvements based on reflection on learning practices. This approach positions supervision as a systematic process that focuses not only on individual teachers but also on the development of the learning system as a whole (Miles et al., 2014). The importance of supervision is increasingly relevant in the context of curriculum changes and demands for learning innovation. Teachers are required to be able to integrate technology, implement learner-centered learning, and develop differentiation strategies. Adaptive supervision helps teachers deal with these changes through professional mentoring. In addition, supervision has a motivational function because constructive feedback can increase teachers' confidence and commitment to their profession (Creswell, 2014). Overall, improving the quality of education cannot be separated from the quality of teachers and the effectiveness

of educational supervision. Academic supervision is an important instrument in ensuring that the learning process runs in accordance with national educational objectives. Strengthening the role of the principal as a supervisor, improving supervisory competencies, and developing a culture of professional reflection in schools are strategic steps in improving the quality of Indonesian education in a sustainable manner.

METHOD

This study uses a qualitative approach and the results describe data from informants that were observed, both written and oral data. The research design used by the researcher here is a multi-site research design, which is often interpreted as a design that has more than a single site. To that end, the researcher used a multi-site plan to determine the strategies for implementing academic supervision at SDN SN Pelambuan 4 and SDN Melayu 2 in the city of Banjarmasin. The locations of this research were two elementary schools in Banjarmasin City, namely SDN SN Pelambuan 4, located at Jalan Ir. PHM. Noor RT 41 RW 03 no 71, Pelambuan Village, West Banjarmasin District, Banjarmasin City, South Kalimantan. SDN Melayu 2 is located at Jalan Veteran RT 20 no. 160, Melayu Village, Banjarmasin Tengah District, Banjarmasin City, South Kalimantan.

The types of data used in this study are primary and secondary data. The primary data in this study came from the principals of SD SN Pelambuan 4 and SDN Melayu 2 in Banjarmasin City. The primary data here is data from interviews and observations regarding the principals' academic supervision of educators at SD SN Pelambuan 4 and SDN Melayu 2 in Banjarmasin City. The secondary data in this study are existing documents such as lesson plans/teaching modules, syllabi, and other learning tools owned by educators at SDN SN Pelambuan 4 and SDN Melayu 2 in Banjarmasin City.

The sources of data for this study were the principals of SDN SN Pelambuan 4 and SDN Melayu 2, as the main actors in the supervision activities, and several teachers at both schools, as the parties receiving supervision and contributing information about their experiences. The researcher contacted the initial respondents, who then provided recommendations for other relevant informants. This process continued until the data obtained was considered sufficient to answer the research questions.

The data collection technique used was triangulation (Sugiyono, 2022) or a combination of three techniques, namely participatory observation, in-depth interviews, and documentation studies of planning and implementation. The data collection technique used interviews, namely direct questions and answers with the school principal. In addition, document studies were also used, namely opening and examining school documents. Prior to that, the researcher conducted observations aimed at completing the necessary data and to find out the actual conditions of the research subjects at SDN SN Pelambuan 4 and SDN Melayu 2 in Banjarmasin City.

The data analysis technique used an interactive model in data analysis (Miles, Hubberman, and Saldana (2014)). The explanation for each of these activities is as follows:

a. Data Condensation

The data reduction process in this study took place continuously until conclusions and data verification were obtained. During the data collection process, the researcher also carried out data reduction. The next step was to summarize, code, and determine the common thread of the data obtained so that it became a theme. This process continued until the completion of data collection in the field and the finalization of the research report, so that the data could be compiled completely.

b. Data Display

Several ways of presenting data include narrative text, graphs, matrices, networks, and charts. The data in this study is presented in the form of narrative text. Thus, the reduced data is organized in the form of narrative text so that the meaning of the data obtained can be easily understood. The data is then organized systematically to become information that is in line with the focus of the study (Sugiyono, 2019).

c. Drawing Conclusions/Verification

The conclusions at this stage are only temporary and will change if supporting evidence is not found. Conversely, if there is valid and consistent evidence for the initial conclusions when the researcher returns to the field to collect further data, then the conclusions presented are credible (Sugiyono, 2019). The cross-site data analysis conducted by the researcher is as follows: first, the data findings obtained from site 1, namely SDN SN Pelambuan 4, are categorized and themed, analyzed inductively conceptually (compared to theory), and a narrative explanation is made which is arranged into certain propositions and developed into substantive theory I. Second, the same steps were carried out on site 2, namely SDN Melayu 2, resulting in substantive theory II. Third, in the final stage, a stimulus analysis was carried out to reconstruct and compile concepts about the comparison between site 1 and site 2 systematically.

RESULTS AND DISCUSSION

Through this supervision, it is possible to provide direction, guidance, trust, and cooperation in problem solving to teachers in a massive and effective manner (Mujiati et al., 2019). Supervision is the best effort in improving academic quality, including teaching and learning, by significantly influencing teacher performance (Halidah et al., 2023). The aspects of teacher performance that have improved include the preparation of teaching tools, skills/materials before classroom learning, both in terms of mastery of material, strategies, methods, and learning evaluation (Hartono et al., 2023). Therefore, academic supervision activities are very necessary as an effort to maintain the quality of school education so that it is more optimal and stable. As implemented at SDN SN Pelambuan 4, the clinical method applied by the principal is carried out personally to gain a deeper understanding of the problems and the process of solving them.

SDN SN Pelambuan 4's clinical supervision model by the principal is carried out in three stages, namely pre-supervision, supervision implementation, and post-

supervision/follow-up. The pre-supervision stage determines the schedule and focus of the supervision material, which is assisted by a very effective and efficient application. According to Kamaluddin et al. (2024), the outcome of the agreement at the beginning of this meeting is a personal supervision contract between the principal and the teacher. The second stage is the implementation of supervision, which involves interviews and discussions about problems or concerns faced by teachers regarding the implementation of learning in the classroom. Kamaluddin et al. (2024) mention that this stage is a process of collecting data from teachers' explanations and information about the issues discussed.

The third stage is post-supervision, which is a form of feedback and evaluation of the clinical supervision carried out by the principal to the teacher (Holmqvist & Lelinge, 2021). This evaluation usually leads to follow-up results that are adjusted to the improvement issues in the learning process. In addition, the principal also provides reinforcement and continues with a joint assessment of the learning aspects that are the focus of the problem (Qurtubi & Bachtiar, 2024). These three stages are carried out systematically in terms of planning, observation, and intensive and careful analysis to provide a more optimal and realistic teaching performance.

The use of the traditional supervision model implemented at SDN Melayu 2 is one of the effective models chosen by the principal. This traditional supervision model emphasizes inspection and supervision to find mistakes in teaching (Lantip and Sudiyono, 2011). In line with the research by Susanti et al. (2022), the principal of MAN 2 Ponorogo also uses a traditional supervision model to improve the quality of their teachers' performance. This model is modified by first coordinating the matters that the principal wants to supervise. The success of academic supervision carried out by the principal can be achieved, among other things, by the use of an effective supervisory approach. This approach is the main strategy in conducting supervisory activities at school. As found at SDN SN Pelambuan 4 and SDN Melayu 2, there is the use of a non-directive and collaborative approach as an approach that suits the characteristics and needs of teachers.

The non-directive approach is usually carried out after classroom visits and personal communication. The principal, as the supervisor, observes the classroom and notes various things that are lacking and need to be improved based on their observations. After the observation is complete, the principal will communicate the results of their observations regarding errors to the teacher individually so that improvements can be made. If no problems are found, the principal will consider that the teacher is already capable of overcoming any existing errors. However, if a more in-depth analysis is needed, the principal will explain the mistakes made by the teacher and work together to find solutions for future improvement.

The findings at both schools as research sites have shown the effective application of a non-directive approach. This approach emphasizes that learning is an individual experience, so teachers are expected to be able to solve problems independently. As shown by the findings at both research sites, each principal has followed up on the results

of their academic supervision by providing direct and intensive assistance and guidance, both individually and in groups. Personal guidance by the principal and teachers takes the form of one-on-one meetings to discuss the teachers' strengths and weaknesses in the learning process. This process will establish effective communication through a consultative approach, rather than interrogation or patronizing teaching, with the aim of making teachers feel comfortable. In addition, other forms of group coaching can include training, seminars, and workshops involving teachers in these activities, as well as Teacher Working Groups (KKG) that serve as a platform for teachers to deepen their understanding of various aspects of the learning process.

Cross-Site Analysis

1. Academic supervision model

a. Site I SDN SN Pelambuan 4

1) Before conducting supervision, the principal collects previous data as a reference for conducting supervision. In addition, there are teachers who directly discuss their problems, shortcomings, and complaints with the principal as a reference for the principal in supervision activities. The supervision model used by the principal is a clinical model based on the complaints or problems of the teachers.

2) There are three stages of supervision, consisting of:

a) Pre-supervision (the principal and teachers determine the schedule, material, model, and other matters individually and in meetings)

b) Supervision implementation (in this activity, the principal comes to the classroom to conduct supervision according to the schedule that has been set together)

c) Post-supervision (the principal provides feedback to teachers, discusses and reflects on the supervision that has been carried out personally. The principal also creates a journal for each teacher and gives it to each teacher as a reference for the future).

b. Site II SDN Melayu 2

1) The principal collects data related to previous supervision, which is then used as consideration for future supervision. Teachers also discuss their problems, shortcomings, and inabilities in face-to-face teaching and learning activities with the principal. The principal uses a clinical model through case discussions with teachers and a traditional supervision model with direct observation in the classroom.

2) The stages consist of:

a) Pre-supervision (reaching mutual agreements regarding the schedule of activities, materials, models, strategies, and other matters, either individually or through joint meetings)

b) Supervision (the principal conducts direct supervision by visiting the classes taught by teachers according to a predetermined schedule)

c) post-supervision and follow-up (the principal and teachers discuss and reflect together on the supervision that has been carried out. The principal also provides input to the teachers. This activity is carried out individually. After the supervision activity is complete, the principal prepares a supervision report).

The conclusion of the supervision model from both sites is that the supervision model implemented using the clinical model through case discussions and the traditional model through direct classroom observation is capable of improving teacher performance and providing effective learning facilities for students. The stages in the implementation of academic supervision are pre-supervision, supervision, and post-supervision or follow-up.

2. Academic Supervision Approach

a. Site I SDN SN Pelambuan 4

1) The principal and teachers discuss or share their opinions about what they encounter at school. The teachers already know what their duties are, so the principal listens to what they have to say. The principal's approach is indirect.

2) The principal also uses individual conversations and coaching meetings to supervise teachers. In addition to a non-directive approach, the principal also takes a collaborative approach.

b. Site II SDN Melayu 2

The principal conducts individual conversations, but the process is more of a sharing or exchange of opinions. Usually, the principal only listens to the problems experienced by the teacher and gives the teacher the opportunity to freely express the problems they are experiencing. Then, the teacher is given reinforcement and explanations so that a solution to the problems faced by the teacher can be found. The principal takes an indirect approach through discussions with teachers conducted before and after observation activities. The communication system is two-way. The conclusion of the academic supervision approach from both sites is that the academic supervision approach carried out indirectly through discussions with teachers before and after the supervision activities and the collaborative approach has been able to help teachers find alternative solutions to the problems they are facing.

3. Follow-up on Academic Supervision Results

a. Site I SDN SN Pelambuan 4

After all teachers were supervised, the principal created a supervision journal for each teacher and provided guidance or direction both individually and during meetings.

b. Site II SDN Melayu 2

Once all teachers had been supervised by the principal, the principal provided personal direction and guidance to teachers according to the problems they faced. The conclusion from the follow-up to the academic supervision results at both sites is that the academic supervision follow-up was carried out as it should be as a tangible form of improving and enhancing the quality of learning and creating competent graduates.

Based on the above description, it can be seen that the academic supervision model at both research sites shows that the supervision model is carried out using a clinical model (case discussion) and a traditional model (direct classroom observation). This model is carried out with an indirect and collaborative academic supervision approach strategy to produce effective and efficient two-way communication. The results of the supervision that has been carried out certainly require real follow-up with individual guidance and during meetings. Thus, the principals at both research sites have performed their roles well in maintaining and improving the quality of education, including teaching and learning in schools.

Academic supervision is a type of supervision that focuses on academic oversight, including the quality of learning provided to students (Dwikurnaningsih & Hartana, 2018; Karwati, 2019). This supervisory role is usually carried out by the principal as the highest formal position in the school by providing comprehensive and professional supervision. Through this supervision, it is possible to provide direction, guidance, trust, and cooperation in problem solving to teachers in a massive and effective manner (Mujiati et al., 2019). Supervision is the best effort in improving academic quality, including teaching and learning, by significantly influencing teacher performance (Halidah et al., 2023). The aspects of teacher performance that have improved include the preparation of teaching tools and skills/materials before classroom learning, such as mastery of material, strategies, methods, and learning evaluation (Hartono et al., 2023). Therefore, academic supervision activities are necessary as an effort to maintain the quality of school education so that it is more optimal and stable.

The principal's efforts in carrying out the role of academic supervision effectively require theoretical, interpersonal, and technical skills (Zulfiani et al., 2021). These skills refer to the use of the supervision model being implemented. As found at SDN SN Pelambuan 4, the principal has carried out his supervisory role to the teachers at the school by applying a clinical supervision model. This model emphasizes complaints or problems from teachers to the principal as their supervisor. These results are in line with Zulfiani et al. (2021), who state that the clinical supervision model can be used by principals in improving teacher performance at school. The technique used is discussion to understand what teachers do not yet clearly understand and master (Susanti et al., 2022). Thus, the final result can produce solutions to the problems being solved by teachers.

The use of the traditional supervision model implemented at SDN Melayu 2 is one of the effective models chosen by the principal. This traditional supervision model emphasizes inspection and supervision to find mistakes in teaching (Lantip and Sudiyono, 2011). In

line with the results of the research by Susanti et al. (2022), the principal of MAN 2 Ponorogo also uses a traditional supervision model to improve the quality of their teachers' performance. This model is modified by first coordinating the matters that the principal wants to supervise.

The success of academic supervision carried out by the principal can be achieved, among other things, by the use of an effective supervision approach. This approach is the main strategy in conducting supervision activities at school. As found in SDN SN Pelambuan 4 and SDN Melayu 2, there is the use of a non-directive and collaborative approach as an approach that suits the characteristics and needs of teachers. According to Karwati (2019), a non-directive approach describes a supervision process that is not directly instructed by the principal but rather by listening, reinforcing what is heard, explaining in detail what is not understood, presenting concrete data, and solving problems encountered. Thus, teachers will be given the widest possible opportunity to express the problems they are facing. Follow-up on the results of academic supervision is carried out as a concrete effort to improve the quality of learning and enhance teacher performance. As shown in the research results by Safitri & Mujiati (2019), providing massive guidance is a form of follow-up that is commonly given by school principals to teachers to improve the quality of their teaching. Other activities include classroom or interclass visits, discussions with colleagues, seminars, training or demonstrations, provision of reading modules, and other instructions related to the results of supervision. The purpose of this supervision is to create better learning conditions than before and to help teachers improve the learning process related to the transfer of knowledge in the classroom (Safitri & Mujiati, 2019). As found in the two research sites, each principal has followed up on the results of academic supervision in the form of direct and massive assistance and guidance, both personally and in groups. Personal guidance by the principal and teachers is done by holding one-on-one meetings to discuss the strengths and weaknesses of teachers in the learning process. This process will establish effective communication through a consultative approach, rather than interrogation or patronizing teaching, with the aim of making teachers feel comfortable. In addition, other forms of group coaching can include training, seminars, and workshops involving teachers in these activities, as well as Teacher Working Groups (KKG) that serve as a platform for teachers to deepen their understanding of various aspects of the learning process.

CONCLUSION

Based on the results of the analysis of findings and discussions regarding the principal's academic supervision at both research sites, it can be concluded that the supervision model applied tends to use a clinical academic supervision model. This model begins with complaints or learning problems reported by teachers, which are then discussed through case discussions between teachers and principals to search for and collect initial data. After that, both parties agree on a flexible supervision schedule that can be adjusted to the teachers' needs. The supervision is personal and reaches all teachers, allowing the principal to understand the learning conditions in greater depth. In its implementation,

academic supervision is carried out through several main stages, namely the pre-supervision stage, the supervision stage, and the post-supervision or follow-up stage. In the pre-supervision stage, the principal and teachers jointly determine the schedule, teaching materials, learning models, and strategies to be used. The supervision stage is marked by the principal's presence in the classroom to directly observe the learning process. Furthermore, in the post-supervision stage, reinforcement, guidance, direction, and joint reflection are carried out as efforts to improve learning.

In terms of the supervisory approach, both sites demonstrate the use of a non-directive approach that emphasizes dialogue, openness, and two-way communication between the principal and teachers. This approach is not only carried out individually but also through classroom visits that allow the principal to directly observe the teaching and learning process. After the observation, the principal held individual discussions with teachers to review the findings during the supervision process, identify mistakes or obstacles, and formulate relevant solutions. This approach created a more humanistic and reflective supervision atmosphere, so that teachers felt supported in developing their learning practices. In addition to the non-directive approach, a collaborative approach was also an important feature of the supervision. The principal uses individual conversations and coaching meetings to discuss learning issues. In this process, the principal conveys his views on the problems faced by teachers, while teachers respond, share their experiences, and offer ideas for improvement. This interaction shows that supervision not only serves as an evaluation but also as a joint professional learning process oriented toward improving the quality of teaching.

Follow-up on academic supervision at both sites was carried out systematically and continuously. Follow-up took the form of providing direction, guidance, and assistance, both personally and through teacher council meetings, in accordance with the issues that arose during supervision. This follow-up was a concrete manifestation of efforts to improve school quality, particularly in terms of academics and the quality of learning. In addition, joint reflection activities between the principal and teachers are an important part of ensuring that the results of supervision are actually used as a basis for improving learning practices. This reflection helps teachers understand the strengths and weaknesses of the learning that has been implemented and design more effective development strategies. Thus, academic supervision does not stop at the observation stage, but continues into a process of ongoing coaching that encourages teacher professionalism and improves the overall quality of education.

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