

A COLLABORATIVE APPROACH TO THE PRINCIPAL'S ACADEMIC SUPERVISION IN IMPROVING THE PEDAGOGICAL COMPETENCE OF PRIMARY SCHOOL TEACHERS

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Abstract

Efforts to improve the quality of education are a problem that will never be resolved. The development of science and technology (IPTEK) should be linearly proportional to the teacher's pedagogical ability as an educator. The slow response to developments in science and technology means that the learning process has not been able to produce graduates as expected. For this reason, school principals need to make efforts to routinely carry out academic supervision to improve teacher pedagogical competence and the quality of learning. This research aims to find out how the principal's collaborative supervision approach improves teacher pedagogical competence at SDN Bojongsoang 2, Bandung Regency. This research uses a qualitative descriptive method with a case study approach. Data collection techniques used were observation, interviews, documentation studies, and literature studies. Analysis is carried out by collecting data, classifying, reducing, and drawing conclusions. The results of this research are: that school principals with a collaborative approach in carrying out academic supervision succeeded in increasing teachers' pedagogical competence. This approach positions the principal and teachers as partners in addressing the problem of increasing teacher pedagogical competence. The steps in academic supervision start with planning, implementation, evaluation, and follow-up can increase teacher pedagogical competence, with indicators of increasing teacher pedagogical competence from the results of the principal's academic supervision, namely: teachers are better able to prepare learning planning designs, carry out the learning process according to plan, use a variety of learning resources, participate in various activities that can increase professionalism, and carry out communication and collaboration to improve the quality of education.

Keywords: Supervision, Competency, Academic Supervision, Pedagogical Competency, School Principal.

Abstrak

Upaya peningkatan mutu pendidikan merupakan suatu persoalan yang tidak akan pernah selesai. Dengan adanya perkembangan ilmu pengetahuan dan teknologi (IPTEK), seharusnya berbanding linear dengan kemampuan pedagogik guru sebagai pendidik. Lambatnya respon terhadap perkembangan IPTEK ini membuat proses pembelajaran belum mampu menghasilkan lulusan sesuai harapkan. Untuk itu perlu upaya dari kepala sekolah untuk secara rutin melakukan

supervisi akademik dalam meningkatkan kompetensi pedagogik guru dan mutu pembelajaran. Tujuan dari penelitian ini yaitu untuk mengetahuai bagaimana pendekatan kolaboratif supervisi kepala sekolah dalam meningkatkan kompetensi pedagogik guru di SDN Bojongsoang 2 Kabupaten Bandung. Penelitian ini menggunakan metode deskripstif kualitatif dengan pendekatan studi kasus. Teknik pengumpulan data yang digunakan berupa observasi, wawancara, studi dokumentasi, dan studi literatur. Analisis dilakukan melalui tahapan mengumpulkan data, mengklasifikasikan, mereduksi, dan menarik kesimpulan. Hasil dari penelitian ini yaitu: kepala sekolah dengan pendekatan kolaboratif dalam melaksanakan supervisi akademik berhasil meningkatkan kompetensi pedagogik guru. Pendekatan ini memposisikan unsur kepala sekolah dan guru sebagai mitra dalam menghadapi persoalan peningkatan kompetensi pedagogik guru. Langkah-langkah supervisi akademik dimulai dari perencanaan, pelaksanaan, evaluasi, dan tindak lanjut mampu meningkatkan kompetensi pedagogik guru, dengan indikator meningkatnya kompetensi pedagogik guru dari hasil supervisi akademik kepala sekolah, yaitu: guru lebih mampu menyiapkan rancangan perencanaan pembelajaran, melaksanakan proses pembelajaran sesuai rencana, menggunakan beragam sumber belajar, mengikuti beragam kegiatan yang dapat meningkatkan keprofesionalan, dan melakukan komunikasi dan kolaborasi untuk peningkatan mutu pendidikan.

Kata kunci: Supervisi, Kompetensi, Supervisi Akademik, Kompetensi Pedagogik, Kepala Sekolah.

Introduction

Educator competency, including pedagogy, is a requirement that every educator must fulfill. The competencies possessed by educators influence the quality of graduates and the achievement of educational goals. To maintain quality, supervision is needed. Supervision of the school principal is an effort to ensure that the quality of education remains in line with established standards.

Facts on the ground reveal that the quality of education has not met expectations, both community and government expectations (Mammaqdudah, 2022). One of the causes is the influence of educator competence in the teaching and learning process. Educators with poor competency affect the quality of graduates.

Indicators of a lack of teacher competency can be seen from the process and results of the Teacher Competency Test (UKG). At the time of implementing the UKG, it turned out that computer mastery was still minimal. This is shown when taking online exams, there are still many teachers who cannot operate computers, so the exam results received are very low (Amin Irmawan, 2022).

Based on the results of the Teacher Competency Test (UKG) in 2015 carried out by the Directorate General of Teachers and Education Personnel, the average score was only 53.02 from the standard score of 55. Then, in 2021 the average teacher competency score was 50.64 (Bintang Pradewo, 2021). This means that teacher competence is not in line with expectations. And UKG

results in data for the district. Bandung's pedagogical 54.67 score is (https://npd.kemdikbud.go.id/, 2023). The slow pace of teachers' pedagogical abilities in keeping up with developments in science and technology has an impact on the unsatisfactory results of the Teacher Competency Test (UKG). This indicates that there are still teachers who are considered unable to manage learning optimally, design, implement learning, evaluate learning outcomes, and develop students.

Supervision and guidance of teachers need to be carried out by the school principal to continuously improve pedagogical competence through academic supervision. Supervision is a coaching activity that is planned to help teachers and other school employees carry out their work effectively. For the implementation of academic supervision to achieve the set targets, a collaborative approach, both individually and in groups, is a more concrete option. Collaborative supervision is supervision based on a partnership between the supervisor and the supervisee, where the supervisor is positioned as a more experienced partner to carry out the inquiry and problem-solving process (Purwanto, 2002).

The low competency of teachers is certainly an urgent problem that must be considered because it is related to the quality of graduates. Academic supervision carried out by school principals regularly is expected to improve teacher competence, especially pedagogical competence.

Several previous studies related to academic supervision of school principals at the basic education level discussed the implementation of academic supervision of school principals to improve teachers' professional competence. The research results show that the implementation of Collaborative Supervision has a positive impact on improving teacher abilities. This can be seen from the increasingly solid teacher understanding of the guidance provided by the school principal (Mutahajar, 2019); Yudhie Suchyadi, Mira Mirawati, Fitri Anjaswuri, Dita Destiana, 2022). Meanwhile, other research suggests that academic supervision research using an individual supervision approach is not very effective in increasing teacher competence in carrying out their duties, especially those related to professional competence (Marike Simbolo, 2018).

Furthermore, there is previous research that discusses the implementation of academic supervision to improve pedagogical competence at the senior secondary school (SMA) level which shows the results that there is an increase in teachers' pedagogical abilities in carrying out learning in the classroom (Uud Solehudin, 2020). Meanwhile, research on academic supervision at the junior high school (SMP) level shows that the results of academic supervision carried out in three stages, namely the planning, implementation, and feedback stages, have gone well. It was concluded that academic supervision can improve teacher pedagogical competence (Yopi H. Bano, 2018).

Based on the results of previous research, the collaborative approach used in academic supervision generally has an impact on efforts to increase teacher professional competence at the elementary school level but has not focused on pedagogical competence. Meanwhile, previous research at the secondary school level discussed research on principals' academic supervision in

improving pedagogical competence but did not use a collaborative approach. So what differentiates this research from others is that it uses a collaborative approach to increasing pedagogical competence at the elementary school level. Using a collaborative approach makes a difference in academic supervision to improve the pedagogical competence of teachers in elementary schools. This research aims to find out and analyze how the principal's collaborative academic supervision approach improves the pedagogical competence of teachers at Bojongsoang 2 State Elementary School (SDN), Bandung Regency

Principal Academic Supervision

Supervision is a coaching activity that is planned to help teachers and other school employees carry out their work effectively. Supervision is the effort of school officials to lead teachers and other officials in improving teaching, including stimulating, selecting position growth and development of teachers, revising educational objectives, teaching materials, methods, and teaching evaluation. (Purwanto, 2002). Supervision can also be interpreted as a guiding effort from superiors to subordinates with the same goal of improving work quality (Mustofa, 2013).

Academic supervision is supervision that focuses on observing academic problems. Namely directly within the scope of learning activities carried out by teachers to help students when they are in the learning process. (Arikunto, 2004).

The general objective of implementing educational supervision is an integral part of the quality assurance of all educational activities. Meanwhile, the specific aim of educational supervision is to guide the people being supervised in carrying out their duties and responsibilities. The targets to be achieved from the implementation of educational supervision are that learning and teaching activities are carried out well and that teachers perform well and are professional.

The principle of supervision is providing guidance and assistance to teachers and school staff to overcome problems or difficulties, not finding fault; supervision activities should be carried out periodically; The atmosphere that occurs during supervision should reflect a good and friendly relationship or create an atmosphere of partnership. This aims to ensure that the supervised party will not hesitate to express opinions about the difficulties they face or their shortcomings (Shulhan, M., 2012).

The principal's academic supervision steps include planning, organizing, implementing, and evaluating. In line with the management function, which is a typical process consisting of planning, organizing, implementing, and controlling actions (George R. Terry, 1977). First, planning. Planning activities refer to problem identification activities. The steps taken are: a. Collect data through classroom visits, personal meetings, or staff meetings; b. Processing data by correcting the data collected; c. Classifying data according to problem areas; d. Conclude the target problem according to the actual situation; and e. Determine appropriate techniques to improve or enhance Educator competency. Second, is organization. Organizing activities are a step to group supervision activities. Grouping of supervision agendas, tools, materials, tasks, responsibilities, authority, and facilities to achieve a supervision activity. Third, implementation. Implementation activities are activities of assisting supervisors to educators. For it to be carried out effectively, the

implementation must be by the plans that have been set and there is follow-up to see the success of the process and results of the implementation of supervision. Fourth, evaluation. Evaluation activities are activities to review the success of the process and results of implementing supervision. Evaluation is carried out comprehensively. The targets of supervision evaluation are aimed at everyone involved in the supervision implementation process. The results of the supervision evaluation will be used as guidelines for developing the next planning program.

In practice, there are three types of supervision approaches, namely: direct approach, indirect approach, and collaborative approach. Collaborative supervision is supervision based on a partnership between the supervisor and the supervisee, where the supervisor acts as a more experienced partner in carrying out the inquiry and problem-solving process (Glickman, 1981).

The collaborative approach is a combination of direct and indirect approaches. This approach is a new approach that allows supervisors and supervisees to jointly agree in determining the structure, process, and criteria for carrying out the supervision process. A collaborative approach can be carried out through the activities of presenting, explaining, listening, presenting, solving problems, and negotiating. (Mutahajar, 2019).

In a collaborative supervision approach, the principal can ask the teacher for explanations about things he does not understand. Furthermore, the principal encourages teachers to actualize collective thinking in real practice in solving problems related to the teacher's duties (Glickman, 1981).

Teacher Pedagogical Competence

Teacher competency is the ability that a teacher must have. Teachers are required to have academic qualifications, competencies, and educational certificates, be physically and spiritually healthy, and have the ability to realize national education goals. Teacher competence includes pedagogical competence, personality competence, social competence, and professional competence obtained through professional education. What is meant by pedagogical competence is the ability to manage student learning (RI Law Number 14 of 2005 concerning Teachers and Lecturers).

Competency Standards for Elementary/MI Class Teachers, namely: 1) Mastering the characteristics of students from physical, moral, social, cultural, emotional, and intellectual aspects. 2) Mastering learning theory and educational learning principles. 3) Develop a curriculum related to the development subjects being taught. 4) Organizing educational learning. 5) Utilizing information and communication technology for learning purposes. 6) Facilitate the development of students' potential to actualize their various potentials. 7) Communicate effectively, empathetically, and politely with students. 8) Carrying out assessments and

evaluations of learning processes and outcomes. 9) Utilize the results of assessments and evaluations for learning purposes. 10) Carry out reflective actions to improve the quality of learning (Regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies).

Teachers with pedagogical competence and three other competencies help demonstrate work performance or achievement. Performance is the result of work in terms of quality and quantity achieved by an employee in carrying out tasks according to the responsibilities given to him. (Department of National Education, 2005).

Teacher performance can be reviewed from the teacher's duties as stated in the main tasks and functions which include: a. planning learning; b. carrying out learning; c. assessing learning outcomes; d. guiding and training students; and e. carrying out additional duties (Government Regulation Number 74 of 2008 concerning Teachers). Meanwhile, factors that influence individual performance, including teacher performance, include 1) ability, 2) motivation, 3) support received, 4) the existence of the work they do, and 5) their relationship with the organization (Mathis and Jackson, 2010). Factors that influence teacher pedagogical competence can be internal or external.

Method

This research uses a qualitative approach, namely an approach that understands in depth a phenomenon that occurs to be studied, for example, behavior, perception, motivation, action, etc. holistically, and using description (Moleong, 2016) or an approach used to research in natural conditions (Sugiyono, 2017). Qualitative research aims to analyze and describe phenomena or research objects through social activities, attitudes, and perceptions of people individually or in groups.

The method used is a case study, which means research into an event or incident. By carefully examining an individual, a group, or an event, the researcher aims to provide a comprehensive and in-depth view of the subject under study.

Data collection techniques in this research were carried out through observation, interviews, documentation studies, and literature studies. Meanwhile, in this research, the primary data source is data from direct interviews with parties related to research conducted at the Bojongsoang 2 State Elementary School, Bandung Regency. Secondary data sources are literature, articles, journals, and internet sites related to the research conducted.

Data analysis is carried out by collecting data, classifying, reducing, and drawing conclusions. Validity-checking techniques include credibility testing (which is a test of trustworthiness in qualitative research data), transferability testing (showing the degree of accuracy or applicability of research results to the population from which the sample was taken), dependability testing (carried out by auditing the entire research process), and finally the objectivity test (it is said to be objective if the research has been agreed upon by many people). There are four techniques for carrying out confirmability tests, namely: 1) increasing persistence,

2) triangulation, source triangulation, 3) peer discussion, and 4) using reference materials (Sugiyono, 2017; Moleong, 2016).

Collaborative Approach to Academic Supervision Increases Teacher Pedagogical Competence

In carrying out academic supervision, the school principal goes through four stages of activities, namely: planning supervision, organizing, implementing, and evaluating. Based on information in the field through observations and interviews, the Principal at SDN Bojongsoang 2 Bandung Regency has carried out planning, organizing, implementing, and evaluating academic supervision.

The first is academic supervision planning. From the results of observations and interviews at SDN Bojongsoang 2, information was obtained that the schedule for implementing academic supervision was made based on an agreement between the principal and the teacher. Apart from that, the objectives and output criteria for academic supervision, approaches, techniques, and instruments to be used, as well as the schedule for implementing academic supervision are also designed.

In planning, the first thing to do is: identify and plan goals. The goals targeted by school principals are those that reflect students' learning needs in the teaching and learning process. The approach used is a collaborative approach, where the principal at SDN Bojongsoang 2 listens to the teacher's explanation of things he does not understand and encourages the teacher to actualize joint thinking in real practice solving problems related to the teacher's duties. This stage is by the theories of Mutahajar (2019) and Glickman (1981).

Planning is understood as the determination of an action to achieve the set goals. Therefore, in the learning context, planning is closely related to learning objectives where the learning process must refer to active, creative, effective, and fun principles. What was planned by the Principal of SDN Bojongsoang 2 when establishing good learning principles, was following the Regulation of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 16 of 2022 concerning Process Standards in Early Childhood Education, Basic Education Levels, and Secondary Education Level. Furthermore, to create a teaching and learning atmosphere that is by the vision and mission, educators should have prepared learning planning tools for the subjects they teach which are also adapted to the psychology of the students who will be taught in their class.

The second is organizing academic supervision. The organization was carried out by the Principal of SDN Bojongsoang 2 so that all teachers could work effectively and efficiently. For this reason, effective communication and collaboration patterns are implemented in connecting learning resources, so that learning objectives can be realized in a more effective, efficient way, in active, creative, effective, and enjoyable learning.

In detail, the organization of the principal's academic supervision at SDN Bojongsoang 2 in improving teacher pedagogical competence includes: 1) determining the structure and division

of tasks from the objectives; 2) determining the structure and division of tasks from the activity material; 3) determination of the structure and division of tasks of the types of activities; 4) determining the structure and division of tasks of the facilities; and 5) determining the structure and division of tasks of costs.

The third is implementing academic supervision. Implementation of academic supervision is carried out according to the schedule or initial agreement between the school principal and the teacher who will be supervised. at SDN Bojongsoang 2. The target of implementing academic supervision is the teacher's pedagogical ability to plan, manage, and evaluate learning outcomes. The targets of academic supervision carried out by the Principal of SDN Bojongsoang 2 are the objectives of the supervision itself, namely to improve teaching through activities to revise educational objectives, teaching materials, methods, and teaching evaluation, so that the results of the learning process are by the graduates' existing competencies. set. The implementation of the principal's academic supervision in improving teachers' pedagogical competence includes the process of learning activities in the classroom, namely preliminary activities, core activities, and closing activities.

The fourth is the evaluation of academic supervision. During the academic supervision process, the principal of SDN Bojongsoang 2 observed the teacher's behavior in teaching and learning practices in the classroom. Next, the Principal of SDN Bojongsoang 2 made a thorough analysis of the observations he had made. This is done to obtain data on whether there needs to be any changes or improvement efforts for the teachers being supervised (follow-up plan). This is through the activities of assessing and following up on academic supervision activities in the context of increasing teacher professionalism (Ministry of National Education, 2011).

The data that has been created by the Principal of SDN Bojongsoang 2 is shown to the teacher to provide feedback so that the teacher can understand the results of the observations. From this data, the principal then digs up information if teachers experience obstacles or difficulties in carrying out learning activities.

Then the Principal of SDN Bojongsoang 2 provided input and suggestions to overcome difficulties/obstacles as well as improvements needed by the teacher as a follow-up effort. The principal assumes that if the teacher's behavior changes, the problems experienced can be resolved.

The Principal of SDN Bojongsoang 2 also has a very important role in improving the pedagogical competence of teachers in his school. Several strategies appear to be implemented at SDN Bojongsoang 2. The following are several strategies that can be implemented by the principal to improve the pedagogical competence of teachers at SDN Bojongsoang 2.

- 1. Training and Workshops. The Principal of SDN Bojongsoang 2 holds regular training and workshops to develop teachers' pedagogical skills and knowledge. The training may include new learning methods, the use of technology in learning, and authentic assessment strategies.
- 2. Mentoring and Coaching. The Principal of SDN Bojongsoang 2 appointed experienced teachers as mentors or coaches to accompany other teachers who needed guidance in

- improving their pedagogical competence. Through mentoring, teachers can get constructive feedback and suggestions for their development.
- 3. Collaborative Learning. The Principal of SDN Bojongsoang 2 encourages teachers to work together in teams or Teacher Working Groups (KKG) to plan, implement, and evaluate learning collaboratively. Collaborative learning can help teachers share experiences, strategies, and learning resources.
- 4. Periodic Supervision and Evaluation. The Principal of SDN Bojongsoang 2 carries out regular supervision and evaluation of teacher performance to assess their pedagogical competence. School principals can provide feedback to teachers and provide recommendations for professional development.
- 5. Curriculum Development. The Principal of SDN Bojongsoang 2 plans to develop or revise the school curriculum based on the latest developments in the field of education and the needs of students. School principals can involve teachers in the curriculum development process to ensure the relevance and integration of learning materials.
- 6. Use of Technology. The Principal of SDN Bojongsoang 2 encourages and provides training to teachers in the use of information and communication technology (ICT) in the learning process. Technology can be an effective tool for increasing interactivity, engagement, and learning efficiency.
- 7. Continuous Learning Culture. The Principal of SDN Bojongsoang 2 builds a culture of continuous learning in the school that encourages teachers to always learn and develop themselves. School principals also provide support, motivation, and appreciation to teachers who are committed to their professional development.
- 8. Collaboration with Educational Institutions. The Principal of SDN Bojongsoang 2 collaborates with educational institutions such as universities or educational training institutions to access resources, programs, or experts in improving teachers' pedagogical competence.

By implementing the strategies with the various programs above consistently and sustainably, the Principal of SDN Bojongsoang 2 succeeded in helping improve the pedagogical competence of teachers in his school, to improve the quality of learning and student learning outcomes. This coaching or development is carried out to stimulate, direct, and encourage teachers to apply new methods that can help solve problems and difficulties in education and teaching (UPI Educational Administration Lecturer Team, 2017).

The increase in pedagogical competence of Bojongsoang 2 Elementary School teachers after being supervised and implementing various strategies can be seen through several indicators such as a. Increasing teachers' ability to plan clear and specific learning objectives, approaches, methods, and learning media that suit the needs and characteristics of students. b. Increasing teachers' ability to present learning material in a systematic and structured manner and also the ability to create an active, interactive, motivating, and enjoyable learning atmosphere in the learning process. c. Increasing teachers' ability to select and use various learning resources

(textbooks, digital media, teaching aids, etc.) that are appropriate to the learning material and the ability to integrate information and communication technology in the learning process. d. Increasing the ability of teachers to guide students to understand the material being taught and to assess student learning processes and outcomes objectively accurately, validly, and reliably. e. Increasing teachers' ability to collaborate with colleagues, other teaching staff, and other stakeholders in the learning context. The teacher's ability to communicate effectively is influenced by the collaborative and communicative leadership style of the Principal of SDN Bojongsoang 2.

Increasing teachers' pedagogical abilities in particular is influenced by internal and external factors. Internal factors are motivation from within the teacher to continue to be a learner so that his pedagogical abilities will continue to improve. Meanwhile, external factors, namely support or motivation, and supervision from the school principal, are very important in efforts to improve teacher competence as a whole.

Effective and sustainable supervision with a collaborative approach at SDN Bojongsoang 2 has succeeded in helping teachers develop their pedagogical competencies so that they can improve the quality of learning and student learning outcomes. This success is certainly influenced by the competence of the school principal (Afriadi, N., 2016). With good competence, school principals can reflect their knowledge, skills, and values in thinking and acting consistently so that they can help teachers improve their competence. And other impacts can of course also increase scores on teacher competency tests in the future.

Conclusion

The collaborative approach to academic supervision of school principals is effective and successful in improving the pedagogical competence of teachers at Bojongsoang 2 State Elementary School (SDN), Bandung Regency. In carrying out academic supervision, the principal carries out four stages of activities, namely: planning supervision, organizing, implementing, and evaluating. Effective and sustainable supervision with a collaborative approach at SDN Bojongsoang 2 has succeeded in helping teachers develop their pedagogical competencies so that they can improve the quality of learning and student learning outcomes. Indicators of increasing teacher pedagogical competence as a result of the principal's academic supervision, namely: teachers are better able to prepare to learn planning designs, carry out the learning process according to plan, use a variety of learning resources, participate in various activities that can improve professionalism, and carry out communication and collaboration to improve the quality of education

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