



MODEL OF SCHOOL PRINCIPAL ACADEMIC SUPERVISION BASED ON LESSON STUDY

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ABSTRACT

This paper analyzes the lesson study-based school principal academic supervision model to improve the pedagogical competence of teachers at SDN Cipanengah CBM Sukabumi by using a qualitative descriptive research method. The research was conducted by analyzing the stages of Plan, Do, and See. The research begins with interviews and field observations. Planning indicators are 1) identifying plans, 2) formulating objectives and output criteria, 3) compiling schedules, 4) reviewing instruments, 5) carrying out supervision, 6) carrying out supervision of learning outcome assessments, 7) analyzing results, 8) designing the provision of feedback, 9) preparing follow-up planning, and 10) preparing supervision reports. Indicators of implementation and observation are 1) reviewing device administration, 2) reviewing the implementation plan, 3) carrying out supervision, and 4) carrying out assessment supervision of learning outcomes. Indicators of reflection include 1) assessment supervision observation, 2) analysis, 3) academic supervision data analysis, and 4) follow-up. Management of academic supervision is indispensable to increasing teachers' pedagogical competence. Based on the results of interviews and field observations, it is found that nearly 75.63% had sufficient criteria in making administration of learning tools and carrying out assessment activities.

Keywords: academic supervision, lesson study, pedagogical competence

MODEL SUPERVISI AKADEMIK KEPALA SEKOLAH BERDASARKAN LESSON STUDY

ABSTRAK

Artikel ini menganalisis model supervisi akademik kepala sekolah berbasis *lesson study* untuk meningkatkan kompetensi pedagogik guru di SDN Cipanengah CBM Kota Sukabumi dengan menggunakan metode penelitian deskriptif kualitatif. Studi dilakukan dengan menganalisis tahapan *Plan, Do, dan See*. Penelitian diawali dengan melakukan wawancara dan observasi lapangan. Indikator perencanaan berupa 1) mengidentifikasi perencanaan, 2) merumuskan tujuan dan kriteria *output*, 3) menyusun jadwal, 4) menelaah instrument, 5) melaksanakan supervisi, 6) melaksanakan supervise penilaian hasil belajar, 7) melakukan analisis hasil, 8) merancang pemberian umpan balik, 9) menyusun rencana tindak lanjut, dan 10) menyusun laporan supervisi. Indikator pelaksanaan dan observasi berupa 1) menelaah administrasi perangkat, 2) menelaah rencana pelaksanaan, 3) melaksanakan supervisi, dan 4) melaksanakan supervisi penilaian hasil belajar. Indikator refleksi meliputi 1) observasi supervisi penilaian, 2) tindakan analisis, 3) analisis data supervisi akademik, dan 4) tindak lanjut. Manajemen supervisi akademik ini dianggap sangat perlu untuk meningkatkan kompetensi pedagogik guru. Berdasarkan hasil wawancara dan observasi lapangan ditemukan hampir 75,63% dengan kriteria cukup dalam membuat administrasi perangkat pembelajaran dan melaksanakan kegiatan penilaian.

Kata Kunci: supervisi akademik kepala sekolah, *lesson study*, kompetensi pedagogik guru

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INTRODUCTION

Permendikbud Number 6 of 2018 concerning Assignment of Teachers to Become School Principals states that the principal is a

teacher who has the task of leading and managing an education unit. The principal is a leader in learning who has the responsibility for

implementing quality learning in schools. Therefore, school principals must have the ability to ensure that there is a process of increasing teacher professionalism as well as conducting competency assessments. An important competence of school principals in the development of professionalism and improvement of teacher competence in schools is supervision of teachers. The principal must have knowledge and skills in supervising teachers.

In the task as a supervisor, they require a different skill prerequisites such as: understanding of the concepts and theories of supervision, engineering supervision and supervision of various instruments. As a supervisor, principals can run managerial supervision and academic supervision at once. Patris Rahabav (1985:56) found that the principals in the implementation of the supervision is not optimal. Goal observation supervisor is more focused on the technical aspects of the temporary administrative aspects directly related to the learning process, is rarely carried out by the supervisor. Supervising principals who do very little in frequency and intensity due to time constraints the supervisor.

Supervision is defined as the process to assess the teacher's teaching and learning activities in the class (Manullang, 2005). A supervisor described as a set of processes to offer professional guidance and advice to teachers to improve the quality of instruction and class management. Wiles & Bondi (1986) in Maulana (2012) stated that education supervision has three dimensions: administration to achieve learning objectives, implementation of curriculum; and instruction according to the plan of learning program and its application.

Wiles (1955: 8-10) defines supervision as an aid in the development of teaching and learning situation better; Supervision is an activity that is provided to help teachers do their jobs better. The role of the supervisor is to assist, support and divide not tell. Wiles further, saying that good supervision should develop leadership within the group, establishing in-service training courses to improve the skills of teachers and help teachers improve its ability to assess the works results. Neagley and Evans (1980: 20) in DIRJEN

PMPTK (2010) writes: supervision is considered as any service for that teacher eventually result in improving, instruction, learning in the curriculum. So the focus on teachers and support services for the improvement of teaching, the success of student learning and curriculum development.

Its function as a supervisor by Purwanto (2004: 119), among others: (a) generating and stimulating teachers and school officials in carrying out their respective duties as well as possible, (b) try to establish and equip school supplies tools including instructional media needed for the smooth and successful teaching-learning process, (c) together with teachers trying to develop, seeking, and use teaching methods that are better suited to the demands of the curriculum in force, (d) fostering good cooperation and harmony among teachers and other school officials, (e) trying to increase the quality and knowledge of teachers and school officials, among others, by holding group discussions, provide a school library, or send them to follow the upgrading-upgrading courses, seminars, in accordance with their respective fields and (f) foster cooperation between schools school committee in order to improve the quality of education students.

The success of learning is strongly influenced by the role of the teacher in learning. Teachers must try to ensure that students get the same service regardless of ethnicity, religion, race, class, gender, socioeconomic status, and those with special needs in the learning process.

Academic supervision is a series of activities to help teachers develop their abilities in managing the learning process so that they can improve pedagogic and professional competencies, which ultimately lead to improving the quality of graduate students (Glickman)((Sonia, 2022)). Meanwhile Daresh (2001) states that academic supervision is an effort to help teachers develop their ability to achieve teaching goals. Academic supervision activities carried out by school principals aimed at teachers with the aim of providing professional assistance, apart from that academic supervision also aims to improve professional competence and pedagogical competence which will have an

impact on increasing the competence of teachers in schools.

In academic supervision assessing teacher performance in managing the learning process is one of the activities that the process cannot avoid (Sergiovanni, 1987).

To achieve the research objectives of developing clinical supervision we use the Lesson study framework as an instrument. Lesson study is divided into three parts: Plan (planning), Do (implementation and observation) and See (reflection). In the planning section, either a teacher or a group of teachers makes lesson plans. One teacher carries out learning based on a plan that has been made and his colleagues observe the learning and they reflect on learning (JICA, 2009).

The problem of increasing teacher competence is an unresolved problem in line with the complexity of environmental changes, both in terms of planning, implementation and assessment.

Various techniques for increasing teacher competence continue to be carried out either through the empowerment of Teacher Working Groups (KKG), IHT, classroom action research, lesson study, further education, comparative studies both at home and abroad, training and UKG, but have not had a significant impact on improving learning quality.

This problem occurs because the increase in teacher competence has not been optimal; empowerment of instrumental inputs including curriculum, educators and educational staff, facilities, and costs; coupled with the not yet optimal involvement of environmental input consisting of family, community and stakeholders.

Based on preliminary research at several elementary schools at Cipanengah CBM Elementary School, Sukabumi City, it shows that teachers in carrying out their professional duties have not shown optimal competence, this is because they have not been optimal in planning, implementing and evaluating learning activities

so that it has a negative impact on the quality of learning.

This problem needs further research so that valid data can be found and at the same time alternative solutions can be determined.

LITERATURE REVIEW

Lesson Study

Lesson study began in Japan around the 1870s (in Saito, E., Sumar, H., Harun, Ibrohim, Kuboki, I., and Tachibana, H. 2006). Lesson Study is a method of case analysis in learning practice, aimed at assisting the professional development of teachers and opening opportunities for them to learn from each other based on real practices at the classroom level.

The strengths and features of the MGMP-based Lesson Study are being able to strengthen ties between teachers in schools that are close to each other. If teachers only want to work with their colleagues in the same school, it will be difficult for them to broaden their knowledge and insights. In other schools, there may be teachers who have a stronger background in certain subjects or edagogical aspects. So, interaction with teachers from other schools is very useful, especially for teachers whose educational backgrounds are "not appropriate" (Saito, E., Sumar, H., Harun, Ibrohim, Kuboki, I., and Tachibana, H. 2006).

Lesson study is a model for developing the teaching profession through collaborative and continuous learning assessment based on the principles of collegiality and mutual learning to build a learning community. Thus, Lesson study is not a learning method or strategy but Lesson study activities can apply various learning methods/strategies/models that are appropriate to the situation, conditions, and problems faced by the teacher (JICA, 2009).

Lesson study is a way to improve the quality of education that never ends (continuous improvement) (JICA, 2009). Lesson study is carried out in three stages, namely Plan (plan), Do (implement), and See (reflect) which is continuous and never ends (JICA, 2009).

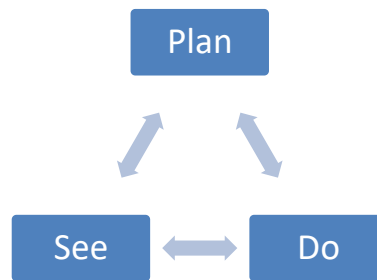


Figure 1. Activity Scheme Lesson Study

Teacher Competency

Competence is a specification of the abilities, skills and attitudes possessed by a person and their application in work, in accordance with the competency standards required by the field (Director General of Elementary and Primary Education, 2004: 4). Based on this opinion, a person who works as a teacher, according to the 2006 Teacher Law, is a professional job, so teachers must meet the minimum standards required by the Ministry of National Education.

The components of teacher competency standards include: (1) Learning Management and Educational Insights Competency Components, (2) Academic/Vocational Competency Components according to learning materials, (3) Professional development. In addition to these three components, a teacher must have a positive attitude and personality, where the attitude and personality are always attached to every component that supports the teaching profession.

Gratitude (2015: 516) defines competence as a description of what a person should be able to do in a job in the form of activities, behaviors, and results that can generally be shown or shown. Another meaning of competence according to the European Commission, (2013: 9) is a complex combination of knowledge, skills, understanding, values, attitudes/behaviors, and desires that lead to effectiveness, and actualize one's actions in a particular field.

Teacher competence is professional knowledge, professional expertise, and professional values that are owned by the teacher himself and are related to the successful implementation of learning (Spencer & Spencer, 1993 in Zhao & Zhang, 2016: 613). This

understanding is supported by Lui, Ge and Liu, (2007: 66) which states that teacher professional values are referred to as individual character, ethnic professionals can demonstrate teacher competence.

Teacher pedagogical competence refers to performance, knowledge, and expertise in the teaching and learning process which is included in the teacher's ability to manage the teaching and learning process from planning to the evaluation stage (Cooper, 1986 in Syahrudin, et al., 2013: 214). The implications of the context of pedagogic knowledge can be applied in daily teaching activities, such as maintaining student motivation, relevant subjects, and other forms of student development (Syahrudin, et al., 2013: 214). Meanwhile, according to Panda (2012: 34), pedagogic competence can be described as the ability and desire to regularly apply attitudes, knowledge, and skills to promote the learning of teachers and students. Uppsala University (2010: 10).

The definition of pedagogical competence is based on Permendiknas No. 16 of 2007 regarding teacher qualification and competency standards, is described as follows: 1) Mastering the characteristics of students from the physical, moral, cultural, emotional, and intellectual aspects. 2) Mastering learning theories and educational learning principles. 3) Develop a curriculum related to the subject or field of development being taught. 4) Organizing educational learning. 5) Utilizing information and communication technology for the benefit of learning. 6) Facilitate the development of the potential of students to actualize the various potentials they have. 7) Communicate effectively,

empathetically and politely with students. 8) Carry out assessment and evaluation of learning processes and outcomes. 9) Utilizing the results of assessment and evaluation for the benefit of learning. 10) Perform reflective actions to improve the quality of learning.

Increasing teacher pedagogic competence can be done in various ways such as joining teacher organizations such as KKG (Teacher Working Groups) and attending educational courses to develop and increase teacher skills. Meanwhile, the efforts that can be made by institutions or schools to improve teacher pedagogic competence are by holding workshops, and holding teacher upgrading, in addition to holding learning supervision (visit between classes), and holding school meetings (Saryati, 2014: 678-680).

The competencies possessed by educators are listed in the elucidation of Government Regulation No. 19 of 2005 concerning National Education Standards and followed up in Permendiknas No. 16 of 2007 concerning Standards of Academic Qualifications and Teacher Competency, the competencies that must be present in teachers are as follows: 1) Pedagogic competence, which is the ability to manage student learning which includes understanding students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize their various potentials. 2) Personal competence, this competence reflects a personality that is steady, stable, mature, wise, and authoritative, becomes a role model for students, and has noble character. 3) Professional competence, is mastery of broad and in-depth learning materials that enable them to guide students to meet the competency standards set out in national education standards. 4) Social competence, is the ability of educators as part of the community to communicate and interact effectively with students and the surrounding community.

Academic Supervision

Academic supervision is a series of activities to help teachers develop their abilities in managing the learning process so as to improve pedagogic and professional competence, which results in improving the quality of graduate students (Glickman: 2007((Riwana, n.d.))). Meanwhile Daresh (2001) states that academic supervision is an effort to help teachers develop their ability to achieve teaching goals. Academic supervision activities carried out by school principals aimed at teachers with the aim of providing professional assistance, apart from that academic supervision also aims to improve professional competence and pedagogical competence which will have an impact on increasing the competence of teachers in schools.

Developing teacher abilities is not only emphasized on increasing teacher knowledge and teaching skills, but also on increasing teacher commitment, willingness, or motivation. By increasing the ability and work motivation of teachers, academic quality will increase. The responsibility for implementing supervision in schools is the principal. Therefore the principal must have supervision competence. The essence of supervision activities is to help teachers and is different from assessing teacher competence, even though there is an assessment in academic supervision. In academic supervision assessing teacher performance in managing the learning process is one of the activities that the process cannot avoid (Sergiovanni, 1987).

According to Alfonso, Firth, and Neville (in the Ministry of National Education, 2007) good academic supervision is academic supervision that is able to function to achieve the multiple objectives mentioned above. There is no success for academic supervision if it only pays attention to one particular goal to the exclusion of other goals. Only by reflecting on these three objectives will academic supervision function to change teacher teaching behavior. In turn, changes in teacher behavior towards higher quality will lead to better student learning behavior.

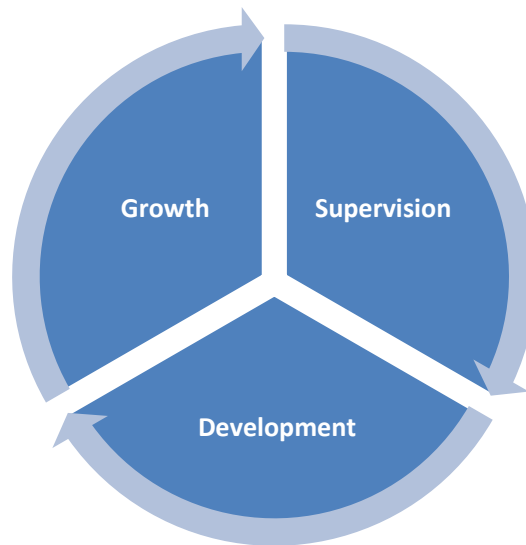


Figure 2. Three Purposes of Supervision

The purpose of supervision is as follows :

a. Academic supervision is carried out to help teachers improve their professional abilities, which include academic knowledge, class management, learning process skills and can use all of these abilities to provide quality learning experiences for students, b. Academic supervision is carried out to check or ensure or ensure that the learning process in schools runs according to the provisions and objectives set. This monitoring activity can be carried out through visits to classes while the teacher is teaching, personal conversations with teachers, colleagues, and students, c. Academic supervision is carried out to encourage teachers to improve their competence, carry out their teaching duties better by applying their knowledge and skills, and have serious attention (commitment) to their duties and responsibilities as teachers (Ministry of National Education, 2017).

METHOD

The research method that will be used in this study is a descriptive method using a qualitative approach. A qualitative approach according to Lexy J. Moeleong (2005, 6) is qualitative research is research that intends to understand phenomena about what is experienced by research subjects such as behavior,

perceptions, motivations, actions, etc., holistically and by means of descriptions in words words and language, in a special natural context and by utilizing various scientific methods.

This research was conducted at schools in Sukabumi City, Lembursitu District, namely at Cipanengah CBM Elementary School. Determination of data sources was carried out selectively with specific aims and objectives where researchers chose those that were considered representative and trusted to become data sources based on considerations to find answers regarding how the lesson study-based academic supervision model of school principals improves the pedagogic competence of elementary school teachers in Sukabumi City.

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Table 1. Teacher Data at SDN Cipanengah CBM

NO	Teacher Name	Class Teaching Assignment
1	Indrawari Ahmadi Faujiah, S.Pd	6
2	Yanti Selistaini, S.Pd	5
3	II Solihat, S.Pd	4
4	Hendi Hermawan, S.Pd	3
5	Suci Lestari, S.Pd	3
6	Wika Dwy Lestari, S.Pd	4
7	Trisa Oktaviani, S.Pd	6
8	Annisa Yustian, S.Pd	5
9	Arista Maulana, S.Pd	4
10	Mayang Aprilia, S.Pd	3
11	Eva Laraswati, S.Pd	2
12	Dra. Dian Mugiarti	1

Based on the population above, the researchers took samples by means of saturated sampling. Saturated sampling is a sampling technique when all members of the population are used as samples. This is often done when the population is relatively small, less than 30 people, or research that wants to make generalizations with very small errors (Sugiyono, 2013). Based on the quote above, the authors made all teachers at SDN Cipanengah CBM Sukabumi City the research sample, namely 12 people.

Data collection instruments are tools that are selected and used by researchers in their collecting activities so that these activities become systematic and made easier by them (Sudaryono, 2013).

After the data in this study was collected, it was then analyzed using descriptive statistical analysis. The level of teacher competence in the learning process can be determined by comparing M (%) or the average percent to the LAP scale of five with the criteria described in table 01 below.

Table 2. Five Scale Conversion Guidelines

Persentase %	Criteria
90 – 100	Very good
75 – 89	Good
65 - 74	Enough
40 - 64	Not enough
0 - 39	Very less

Source : Dantes (2009)

RESULTS AND DISCUSSION

Based on monitoring during the preparation, implementation, and reflection of this action research, various data were obtained both from teachers who were carrying out the teaching and learning process, students who were studying, researchers who were carrying out their supervision. The description of the results and

research findings is as follows. Lesson study is carried out in three stages, namely Plan (plan), Do (implement), and See (reflect) which is continuous and never ends (JICA, 2009). In this study the researchers tried to describe and analyze the four management functions.

The stages of implementing academic supervision are as follows:

Table 3. Stages of Implementation of Based Academic Supervision Lesson Study

Implementation stages	Description of activities
<i>Plan</i>	<ol style="list-style-type: none"> 1. identify supervision plans 2. formulate goals and output criteria for academic supervision, 3. compile a schedule of academic supervision, 4. reviewing academic supervision instruments, 5. conduct initial observations to collect pre-supervised data
<i>Do</i>	<ol style="list-style-type: none"> 1. examine the administration of learning devices offline and online 2. reviewing lesson plans, 3. carry out supervision of the implementation of the learning process offline and online 4. carry out supervision of the assessment of learning outcomes
<i>See</i>	<ol style="list-style-type: none"> 1. carry out an analysis of the results of observations of the implementation of learning, 2. analysis of academic supervision data, 3. determining follow-up academic supervision

In the planning stage, the writer carried out observation activities as pre-supervision to find out the initial supervision data carried out for

teachers at SDN Cipanengah CBM, the pre-supervision observation data was obtained as follows:

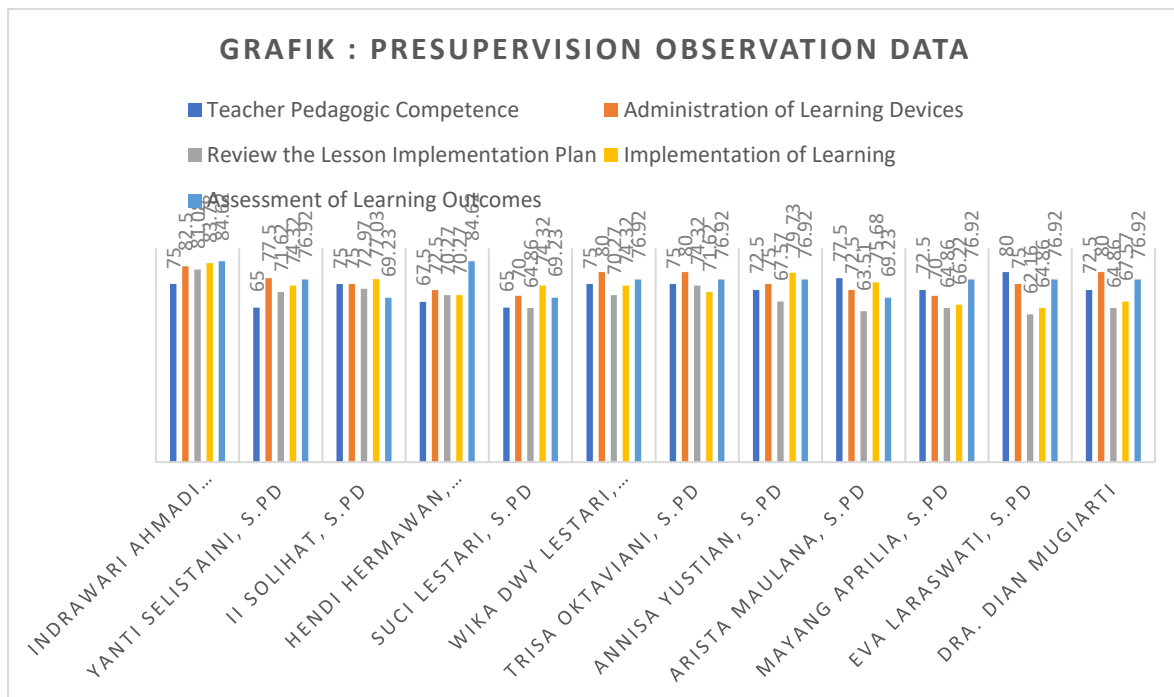


Figure 3. Pre-Academic Supervision Observation Data

Based on the results of initial observations, it was obtained that the average

teacher's pedagogic value was 72.08 criteria sufficient, the administration of learning devices

was on average 75.83 criteria sufficient, the review of the implementation of learning plans was on average 69.03 criteria was lacking, the implementation of learning was on average 73 .31 sufficient criteria, and an average assessment of learning outcomes 76.28 sufficient criteria.

At the implementation stage, the author carries out activities offline and digitally based with Google forms, for example to review the administration of learning devices and observe the implementation of learning carried out online and video learning activities. The following is a photo of the implementation activity.



Figure 4. Learning Device Administration Review Activities, Assessment of Learning Outcomes and Review of Lesson Plans

At this stage the principal as a supervisor reviews the administration of learning devices

offline and online and examines the learning implementation plan.



Figure 5. Observation of Learning Implementation Activities

At this stage the Principal as a supervisor makes observations of teachers in carrying out the learning process offline and online as well as

carrying out monitoring evaluations supervising the assessment of learning outcomes.

Following is the data on the results of implementing academic supervision in this activity.

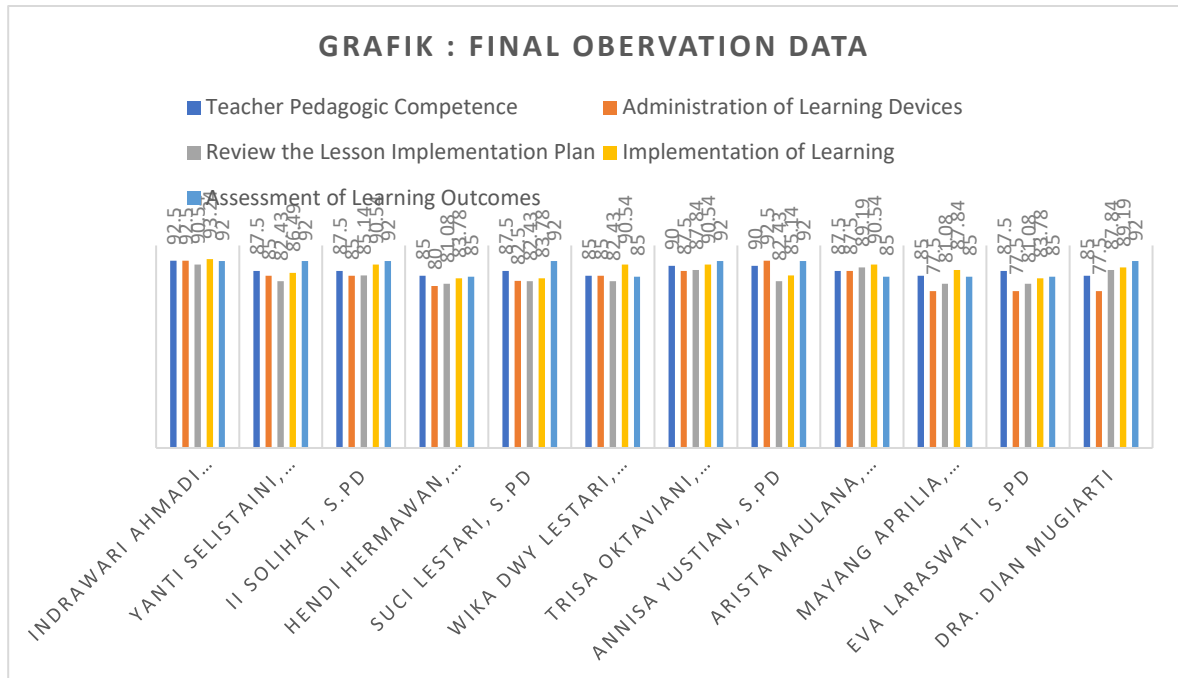


Figure 6. Data on Supervision Implementation Results

Implementation of academic supervision based on Table 03 and Graph 02, the following data is obtained: the average data value of the teacher's pedagogic competence is 87.50 good criteria, the average administration of learning devices is 84.17 good criteria, reviewing the implementation of learning plans on average 87.95 good criteria, the implementation of learning on average 87.95 good criteria, and the assessment of learning outcomes on average 89.10 good criteria. Overall, each component of supervision experienced an increase from the initial observation data, the teacher's pedagogic competency score was 14.79, the administration of learning tools was 8.33, the review of the learning implementation plan was 15.43, the implementation of learning was 14.64 and the assessment of learning was 12.83.

Based on these results, academic supervision activities have a positive impact on increasing teacher pedagogic competence and teacher abilities in preparing learning device

administration, learning implementation plans, learning implementation and learning assessment.

The teacher's ability to organize the administration of learning tools has increased from an average of 75.83%, the sufficient criteria has increased to 84.17%, the good criteria has increased by 8.34%.

The teacher's ability to carry out learning has increased from an average of 73.31%, the sufficient criteria has increased to 87.95%, the good criteria has increased by 14.64%. The teacher's ability to carry out the assessment of learning outcomes has increased from an average of 76.28%, the sufficient criterion has increased to 89.10%, the good criterion has increased by 12.82%.

Research Problem Findings

There are several findings in this study, including:

1. The first finding in planning teacher learning tools is that they are individual in that they are

not collaborative in preparing in groups or by way of lesson study so that many problems cannot be solved alone, for example in compiling lesson plans and teaching modules.

2. The second finding is that in the implementation of learning, most teachers are still oriented towards the teacher center and have not shown the student center. Teachers still dominate in student learning given the freedom to convey their ideas and learning has not been differentiated.
3. The third finding is that in carrying out the assessment, some teachers have not carried out the diagnostic, formative and summative assessment stages, still looking only at the final results, not seeing the results of the activity process.
4. The fourth finding is that the teacher's ability to provide follow-up on learning outcomes is still not good either in terms of providing remedial or enrichment.

CONCLUSIONS AND RECOMMENDATION

Based on the findings, exposure, reflection, and discussion of research results, in this section the following conclusions can be put forward. There are four things put forward in this study, namely conclusions about: (1) Increasing teacher competence in preparing lesson plans, (2) Increasing teacher competence in carrying out learning, (3) Increasing teacher competence in assessing learning achievement, (4) Increasing competence teachers in carrying out follow-up results of student achievement assessments and improving teacher pedagogic competence. In this study it can be concluded that the implementation of academic supervision can improve teacher pedagogical competence in preparing lesson plans, implementation, learning assessments as well as in providing follow-up learning outcomes by always carrying out activities systematically and following training guidance and collaborating in the learning community both internally and externally in the Working Group Teacher.

Recommendation

1. In preparing plans to always collaborate with fellow teachers in one class group and it is also recommended that plans be prepared in

the learning community at school and in the Teacher Working Group.

2. Provide direct guidance after observation and are advised to take part in special independent training activities that have implemented the independent curriculum in order to carry out independent training on the Merdeka Teaching Platform (PMM) by completing eight learning topics.
3. Provide guidance on how to carry out a good assessment and learn a lot about understanding various types of assessments.
4. Providing assistance on how to follow up on the results of the learning assessment.

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