

The Teacher Control Book as a Reflective Instrument in the Development of Teacher Professionalism

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Abstract

This study aims to describe the implementation of the teacher control book as a strategy for developing teacher professionalism at SMPIT Al Qalam Kendari. Teacher professionalism plays a vital role in improving educational quality, and the teacher control book serves as a reflective instrument to foster discipline, responsibility, and self-evaluation among teachers. This research employed a qualitative approach with a descriptive design. The participants consisted of five teachers, one principal, and one quality management staff member selected through purposive sampling. Data were collected through participatory observation, in-depth interviews, and document analysis. The data were analyzed inductively using the Miles, Huberman, and Saldaña interactive model, which includes data reduction, data display, and conclusion drawing. The findings revealed that the implementation of the teacher control book contributed positively to enhancing teacher professionalism in several key aspects: improving discipline and accountability, strengthening pedagogical competence through continuous reflection, increasing the effectiveness of data-based academic supervision, and promoting more systematic teaching administration. Furthermore, the teacher control book fostered a reflective and collaborative culture among teachers, creating a productive and accountable professional environment. Overall, the implementation of the teacher control book at SMPIT Al Qalam Kendari has proven to be an effective strategy for developing teachers who are disciplined, adaptive, and committed to continuous professional growth and educational quality improvement.

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1. INTRODUCTION

Education serves as the primary foundation for building a superior and character-based human civilization (Yusuf & Akbar, 2020; Akbar et al., 2022, Ahsyan, 2018). In the context of national development, education is not merely regarded as a process of transferring knowledge but also as a means of shaping the character and moral identity of the nation. Within this framework, Islamic education holds a crucial position as an integral part of the national education system. Islamic education emphasizes not only cognitive aspects but also the internalization of values such as tauhid (monotheism), ethics, and spirituality in every learning process (Fadli, 2025). According to Kusmara (2024), Islamic education functions as a primary medium for shaping kaffah Muslim personalities—individuals who are balanced between intellectual intelligence and Islamic morality. Therefore, the quality of Islamic education is highly dependent on the competence of teachers, who serve as the main agents in implementing educational processes in the field.

Teachers occupy a highly strategic position in the educational system, as the success of teaching and learning processes largely depends on their professional quality. Teachers are not only transmitters of knowledge but also mentors, role models, and agents of change who shape intelligent, virtuous, and moral generations. As emphasized by Muid (2025), teacher professionalism encompasses pedagogical, personal, social, and professional competencies in an integrated manner. Professional teachers are not only proficient in subject matter but also understand student characteristics, manage classrooms effectively, utilize educational technology, and engage in reflection on their teaching practices. However, in practice, many teachers still lack adequate opportunities and facilities for continuous professional development. Limited participation in training, insufficient supporting resources, and weak monitoring and evaluation systems often hinder the improvement of teacher quality.

In addressing these challenges, innovative and applicable strategies are needed to promote teacher professionalism. One such effort is the implementation of a Teacher Control Book, an administrative and reflective instrument designed to systematically monitor teachers' activities and responsibilities. The Teacher Control Book functions not only as a documentation tool but also as a reflective medium that helps teachers evaluate and improve their performance independently. Through daily records and self-evaluation, teachers can identify weaknesses, plan improvements, and enhance discipline and accountability in fulfilling their professional duties (Odding, 2025).

One educational institution that has implemented this system is SMPIT Al Qalam Kendari, an integrated Islamic secondary school combining Islamic values with the national curriculum. The school prioritizes teacher quality enhancement as a key component of its vision to provide excellent and ethical education. Based on preliminary observations conducted on May 22, 2025, the Teacher Control Book at SMPIT Al Qalam Kendari has been routinely used to record teachers' daily activities, including attendance, lesson planning, and extracurricular supervision. Additionally, this document is utilized by the principal and the quality management team to evaluate teacher performance periodically. Although the system has been implemented, no research has yet been conducted to examine the effectiveness of the Teacher Control Book in improving teacher professionalism at this school.

The implementation of the Teacher Control Book at SMPIT Al Qalam Kendari can be categorized as a managerial innovation emerging from the school's contextual needs. This innovation has not been widely adopted by other schools and holds potential as a model of best practice in teacher professional development, particularly within the realm of Islamic education. From a theoretical perspective, this concept aligns with Performance Management Theory, which emphasizes the importance of clear goal-setting, effective monitoring systems, and continuous feedback to achieve optimal organizational outcomes. The Teacher Control Book represents a tangible application of this theory within the educational context (Schön, 1983). Furthermore, the reflective approach proposed by Donald Schön in *The Reflective Practitioner* highlights that professional teachers must consistently reflect upon their practical experiences to achieve continuous improvement (Schön, 1983). Thus, reflection becomes a key element in the development of teacher professionalism.

Based on the above discussion, research on strategies for developing teacher professionalism through the implementation of the Teacher Control Book at SMPIT Al Qalam Kendari is highly relevant. This study is expected to contribute not only to enhancing the quality of educators at the school level but also to enriching the literature in the field of Islamic education management. Furthermore, the findings are anticipated to serve as practical recommendations for other educational institutions seeking to develop monitoring

and evaluation systems for teacher performance that are based on reflection and continuous improvement..

2. RESEARCH METHODS

This study employed a qualitative descriptive approach aimed at providing an in-depth portrayal of the phenomenon of implementing the *Teacher Control Book* as an effort to enhance teacher professionalism at SMPIT Al Qalam Kendari. The qualitative approach was chosen because it enables a comprehensive understanding of the social, cultural, and managerial contexts underlying educational practices in the field. According to Creswell and Poth (2018), qualitative research focuses on exploring the meanings that individuals attribute to specific social phenomena and lived experiences. Through this approach, the researcher seeks to understand how teachers, principals, and school management interpret and apply the *Teacher Control Book* as part of their reflective and professional improvement processes.

This approach also allows the researcher to explore the dynamics between school policies and teacher professional practices naturally, without manipulating existing conditions. In this study, the researcher seeks to reveal how the implementation of the *Teacher Control Book* influences teachers' professional behavior, discipline, and reflective capabilities in carrying out their duties. The qualitative descriptive design was adopted for its flexibility and contextual depth, making it highly relevant for explaining processes, meanings, and impacts of school policy implementation on professional practices in education.

This research is categorized as descriptive qualitative, which aims to describe phenomena deeply and factually based on participants' perspectives without intervening or manipulating variables. As Moleong (2019) explains, qualitative descriptive research seeks to understand the meanings of human experiences as they are lived and expressed by the participants themselves. Therefore, this study emphasizes not only outcomes but also the process and context of implementing the *Teacher Control Book* as an instrument for enhancing teacher professionalism.

The study was conducted at SMPIT Al Qalam Kendari from October to December 2025. The school was purposefully selected because it had systematically implemented the *Teacher Control Book* and integrated it into its teacher development and internal quality management systems. The selection was also based on the school's unique characteristics as an integrated Islamic educational institution combining Islamic values with modern educational management practices.

The focus of this study is directed at teachers as the main actors in the implementation of the *Teacher Control Book*, as they interact with the instrument in their daily professional routines. In addition, principals and academic supervisors were included as supplementary information sources due to their strategic roles in supervising, guiding, and evaluating the system's implementation. By engaging multiple sources of information, the research aims to produce a comprehensive understanding of the effectiveness of the *Teacher Control Book* as a means of developing teacher professionalism.

Data collection was carried out through participant observation, in-depth interviews, and document analysis. Observation was used to examine teachers' behavior and practices in completing the control book, preparing lesson plans, and reflecting on their teaching activities. In-depth interviews were conducted using a semi-structured approach to explore teachers' experiences, perceptions, and attitudes toward the use of the control book in enhancing professional responsibility and competence. Meanwhile, document analysis was used to review supporting data such as the *Teacher Control Book*, performance evaluation

reports, and school policies related to academic supervision and professional development.

Data were analyzed inductively and interactively, following the analytical model of Miles, Huberman, and Saldaña (2018), consisting of three main stages: data reduction, data display, and conclusion drawing.

- a. *Data reduction* involved selecting and organizing data according to key themes such as discipline, professionalism, and teacher reflection.
- b. *Data display* involved composing thematic narratives that illustrated patterns, relationships, and meanings emerging from interview and observation data.
- c. The final stage, *conclusion drawing*, involved interpreting analyzed data to derive theoretical and practical implications of the *Teacher Control Book* implementation.

To ensure data trustworthiness, the researcher applied the four criteria of qualitative validity proposed by Lincoln and Guba (1985)—credibility, transferability, dependability, and confirmability.

- a. *Credibility* was established through triangulation of sources, techniques, and time, as well as member checking with informants.
- b. *Transferability* was maintained by providing rich contextual descriptions of the research setting.
- c. *Dependability* was ensured by maintaining detailed records of the research process for potential auditing.
- d. *Confirmability* was upheld by ensuring all interpretations and conclusions were grounded in empirical data rather than subjective bias.

Through this methodological framework, the study aims to present a comprehensive and in-depth understanding of how the implementation of the *Teacher Control Book* contributes to the development of teacher professionalism at SMPIT Al Qalam Kendari. The findings are expected to provide both empirical and theoretical contributions to the development of reflection- and accountability-based teacher mentoring strategies, as well as to serve as a best practice model for other educational institutions seeking to improve teacher professional quality in Indonesia.

3. RESULTS AND DISCUSSION

3.1. Research Results

The findings of this study reveal that the implementation of the *Teacher Control Book* at SMPIT Al Qalam Kendari has had a significant and positive impact on the development of teacher professionalism. The *Teacher Control Book* functions not only as an administrative tool but also as an instrument for supervision, reflection, and self-development that helps teachers cultivate discipline, enhance pedagogical competence, strengthen administrative professionalism, and promote a culture of reflection and continuous learning within the school environment.

In general, the results highlight five main aspects of teacher professionalism that improved through the use of the *Teacher Control Book*:

- a. increased discipline and work responsibility,
- b. strengthened pedagogical competence,
- c. more structured academic supervision,
- d. enhanced administrative professionalism, and
- e. the growth of reflective habits and continuous learning.

1. Improvement in Discipline and Work Responsibility

Field observations show that the use of the *Teacher Control Book* successfully fostered teachers' awareness of discipline and their sense of

responsibility toward professional duties. Daily records covering attendance, teaching schedules, and lesson implementation helped teachers understand the importance of consistency in performing their tasks. Teachers became more aware of punctuality, lesson planning, and alignment between scheduled and actual teaching activities.

The *Teacher Control Book* serves as both an internal monitoring mechanism and a means of accountability. The documentation of each activity encourages teachers to uphold moral and professional responsibility for their instructional duties. Through regular and transparent recordkeeping, school principals can objectively monitor teacher performance. Interview data indicate behavioral changes among teachers—showing improved discipline, organization, and consistency in carrying out daily tasks.

2. Strengthening of Pedagogical Competence

Another noticeable improvement lies in teachers' pedagogical competence. The *Teacher Control Book* enables teachers to review the alignment between lesson plans, instructional methods, and learning outcomes. Regular documentation allows teachers to identify effective teaching strategies and recognize areas for improvement. Teachers are encouraged to adapt their teaching approaches to better match student characteristics and learning needs.

Teachers reported that the *Teacher Control Book* provides a reflective space for evaluating teaching methods. It fosters creativity and openness to pedagogical innovation, including the use of diverse methods and engaging teaching media. The *Teacher Control Book* also functions as a professional portfolio, recording teachers' instructional development over time. Through this reflective process, teachers continuously improve the quality of classroom learning.

3. More Structured Academic Supervision

The implementation of the *Teacher Control Book* also improved the pattern of academic supervision at the school. The records provide concrete data about teachers' activities, giving principals and supervisors an objective basis for evaluation and guidance. With comprehensive daily documentation, supervision becomes more measurable, systematic, and transparent.

Supervisors can assess teacher performance holistically—from time management and instructional implementation to the consistent use of teaching materials. This data-driven supervision minimizes subjectivity and fosters a collaborative relationship between teachers and supervisors. Teachers feel that feedback and coaching are now more targeted because they are based on actual evidence rather than mere impressions or sporadic reports.

4. Enhancement of Administrative Professionalism

The study also found significant improvement in teachers' administrative professionalism. The *Teacher Control Book* encourages teachers to organize and maintain their instructional documents more neatly and systematically. Teachers develop habits of preparing lesson materials, recording teaching activities, and reporting learning outcomes in line with school procedures.

This administrative discipline facilitates smoother school management processes, particularly in performance evaluation and accreditation. Teachers become more skilled in managing instructional records, while principals can

verify data more efficiently. The *Teacher Control Book* also enhances transparency and accountability, as every teacher activity is properly documented and easily reviewable.

5. Growth of Reflective Habits and Lifelong Learning

The most important impact of implementing the *Teacher Control Book* is the emergence of a reflective culture among teachers. Through daily records, teachers regularly evaluate their teaching processes, identify success patterns and challenges, and formulate improvements for subsequent lessons.

Regular reflection encourages teachers to become more critical and self-aware of their teaching practices. They are motivated to engage in lifelong learning, whether through professional training, reading educational literature, or collaborating with colleagues. This reflective habit nurtures continuous professional growth, aligning teacher development with evolving educational demands.

Table 1. Summary of Research Findings

Aspects of Teacher Professionalism	Key Findings	Resulting Impacts
Discipline and Work Responsibility	Teachers became more consistent in attendance, scheduling, and reporting activities.	Formation of a professional culture of discipline and accountability.
Pedagogical Competence	Teachers reflected on teaching strategies and adapted instructional methods.	Improved learning quality and teacher–student interaction.
Academic Supervision	The <i>Teacher Control Book</i> provided factual data for principal evaluation.	Supervision became more objective, systematic, and collaborative.
Administrative Professionalism	Teachers managed instructional documents in a structured and consistent manner.	Administrative procedures became more organized, transparent, and verifiable.
Reflective and Continuous Learning Habits	Teachers used daily records for evaluating teaching practices.	Increased reflective awareness and motivation for lifelong learning.

Overall, the results affirm that the implementation of the *Teacher Control Book* has made a significant contribution to the enhancement of teacher professionalism at SMPIT Al Qalam Kendari. This seemingly simple instrument has proven effective in transforming teacher behavior toward greater discipline, reflection, and responsibility. Beyond documentation, the *Teacher Control Book* serves as a professional development tool that supports continuous improvement in teaching quality and educational outcomes.

3.2. Discussion

The results of this study indicate that the implementation of the *Teacher Control Book* at SMPIT Al Qalam Kendari has had a significant impact on the development of teacher professionalism across various dimensions, including discipline, pedagogical competence, reflective capacity, and administrative skills. The *Teacher Control Book* is not merely an administrative instrument; it functions as a means of self-development

and professional reflection, serving as a bridge between the school's management system and teachers' personal awareness of their professional responsibilities. The findings demonstrate that teacher professionalism can be strengthened through simple tools when implemented consistently, participatively, and reflectively.

The *Teacher Control Book* fosters a culture of internal accountability within the school environment. Each teacher maintains a daily record that includes attendance, planning, implementation, and teaching reflections, which serve as the basis for performance monitoring by the principal. The data reveal that teachers have become more organized, punctual, and consistent in fulfilling their professional duties. This phenomenon aligns with the findings of Prisilia et al. (2025), who emphasized that systematic documentation in reflective practice enhances teachers' ethical awareness and sense of professional responsibility. In the context of SMPIT Al Qalam Kendari, this mechanism functions not only as a control tool but also as a spiritual reminder of the values of *amanah* (trustworthiness) and *discipline*, which are essential in the work ethic of Islamic education. Consequently, the implementation of the *Teacher Control Book* has redefined the relationship between teachers and school management: supervision is no longer seen merely as an administrative process, but rather as an educational process for educators themselves.

Furthermore, the implementation of the *Teacher Control Book* strengthens teachers' pedagogical competence through continuous reflective activities. Teachers use their daily records to evaluate teaching effectiveness, assess interactions with students, and adjust instructional strategies according to learners' needs. These written reflections nurture critical and analytical awareness of teaching practices. This finding supports Rahmawati et al. (2025), who asserted that reflective habits help teachers comprehend the complexity of classroom practice and enhance their adaptability to changing educational contexts. Through *Teacher Control Book*-based reflection, teachers at SMPIT Al Qalam Kendari have demonstrated improved ability in designing creative and participatory learning methods. This suggests that written reflection is not a bureaucratic exercise but rather a professional learning process that broadens teachers' pedagogical perspectives.

Additionally, the *Teacher Control Book* serves as an important data source for academic supervision. Principals and educational supervisors can utilize these records as authentic evidence for objective performance evaluations. Supervision, which was once incidental, has evolved into a systematic, evidence-based process. This transformation strengthens the role of academic supervision as a developmental mechanism rather than a formality. These findings are consistent with Yoserizal et al. (2025), who reported that evidence-based supervision increases teachers' trust in the coaching process and reduces resistance to evaluation. In this context, teachers feel more appreciated since the assessment is based on documented evidence rather than subjective impressions. This has reshaped supervision into a collaborative and dialogic process, in line with Maulidia and Masfini (2025), who emphasized that two-way communication in supervision enhances teacher professionalism in Islamic schools. As a result, the relationship between teachers and principals has shifted from hierarchical to reflective partnership, oriented toward continuous instructional improvement.

The findings also indicate that the *Teacher Control Book* contributes to improved administrative professionalism among teachers. Teachers have developed habits of organizing, documenting, and storing teaching plans, lesson materials, and student assessment reports systematically. This has increased teachers' awareness of the importance of administrative order in supporting educational quality assurance. The result corroborates Suwartini (2017), who stated that administrative professionalism is

a key indicator of teacher performance and institutional quality. The *Teacher Control Book* helps teachers realize that administration is not merely a bureaucratic obligation but an integral component of effective instructional management. Moreover, systematic documentation facilitates quality management teams in conducting performance evaluations and academic audits more efficiently. Thus, the implementation of the *Teacher Control Book* strengthens transparency and accountability, two key principles of professional school governance.

The most profound impact of the *Teacher Control Book* is the emergence of reflective habits and lifelong learning among teachers. The daily entries provide a medium for continuous self-evaluation of teaching practices. Reflection enables teachers to identify patterns of success and challenges in their teaching, fostering a commitment to self-improvement. Teachers who were once focused solely on routine tasks have become more critical and analytical regarding teaching methods and outcomes. This finding aligns with Masharipova (2025), who found that reflective teachers display higher levels of creativity and adaptability in responding to curriculum dynamics and students' needs. At SMPIT Al Qalam Kendari, this reflective culture has evolved into a collective practice—teachers not only reflect individually but also share insights through discussion forums and learning communities, fostering a collaborative professional environment that supports continuous quality improvement.

The implications of these findings extend beyond individual development to the broader educational management system. Within the framework of Islamic education, the *Teacher Control Book* embodies spiritual values such as *amanah* (trustworthiness), *itqan* (excellence), and *muhasabah* (self-evaluation) within modern managerial mechanisms. This demonstrates that strengthening teacher professionalism does not necessarily require complex training programs; it can begin with systematic and reflective self-management using a simple instrument. From the perspective of Islamic educational management, this approach aligns with transformational leadership theory, which emphasizes exemplary conduct, reflection, and collaboration as core foundations for teacher development.

Therefore, this study expands the understanding of effective and contextual strategies for teacher professional development. The *Teacher Control Book* can be positioned as a best practice model that can be replicated across educational institutions, particularly integrated Islamic schools that strive to balance spiritual values with modern professionalism. This instrument unites administrative, pedagogical, and spiritual dimensions into a coherent system of self-development. Consistent implementation enables teachers to grow into reflective, adaptive, responsible, and quality-oriented professionals. In the long term, such a system holds the potential to foster a professional, transparent, and competitive educational ecosystem, while cultivating a work culture grounded in moral and spiritual values consistent with the philosophy of Islamic education.

4. CONCLUSION

Based on the research findings and discussion, it can be concluded that the implementation of the *Teacher Control Book* at SMPIT Al Qalam Kendari has proven to be effective in enhancing teacher professionalism comprehensively—covering aspects of discipline, pedagogical competence, reflective ability, administrative responsibility, and professional work ethics. The *Teacher Control Book* functions not merely as an administrative instrument but also as a medium for reflection and self-development that encourages teachers to be more disciplined, consistent, and capable of independently and continuously evaluating their teaching practices. The implementation of this system has also

strengthened the effectiveness of academic supervision, making it more objective and data-driven, while simultaneously fostering a culture of accountability and collaboration within the school environment. In the context of integrated Islamic education, the Teacher Control Book represents an integration of spiritual values such as amanah (trustworthiness) and itqan (excellence) with the principles of modern professionalism. Therefore, it serves as a strategic model for teacher quality development that is relevant, adaptive, and sustainable—applicable not only to Islamic educational institutions but also to general schools seeking to cultivate professional and ethical educators..

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