

Implementation Of Collaborative Supervision Program To Improve Teachers' Professional Competence At SD IT AZ-ZAHRA Bojongsari Depok

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Abstract

This study aims to examine the implementation of a collaborative supervision program to improve teacher professional competence at SDIT Az-Zahra, Bojongsari, Depok. The collaborative approach was chosen because it is considered capable of encouraging active teacher participation and strengthening the quality of learning through supervisory activities that are consultative and evaluative together. The method used is a case study with data collection through observation, interviews, and questionnaires with teachers and supervisors. The results of the study indicate that the implementation of collaborative supervision effectively improves teachers' understanding and skills in designing and implementing innovative learning that is in accordance with the latest pedagogical developments. In addition, this program also encourages a culture of self-evaluation and collaboration among teachers, thereby improving professionalism and the quality of the teaching and learning process in schools. These findings illustrate that collaborative supervision is an effective strategy for teacher professional development and can be widely adopted to improve the quality of education at the elementary level.

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1. INTRODUCTION

A teacher is someone who imparts knowledge to students. Furthermore, in the community's view, a teacher is someone who carries out education in specific places, not necessarily formal educational institutions, but also in mosques, prayer rooms, homes, and so on.³Meanwhile, Supardi in his book entitled "Teacher Performance" explains the definition of a teacher according to the Republic of Indonesia Law Number 14 of 2005 concerning Teachers and Lecturers, that a teacher is a professional educator with the main task of educating, teaching, guiding, directing, training, assessing and evaluating. students in early childhood education, primary education, and secondary education in the formal education pathway. Furthermore, in Islamic educational literature, many words refer to the concept of teacher, such as *teacher* and *editor*. These three words have different functions of use. According to linguists, the word *murabbi* comes from the word *Rabba Yurabbi* which means to guide, take care of,

nurture, and educate. While the word *teacher* is a noun form *do it* from '*allama yu'allimu*' which is usually translated as teaching or instructing (Nur Illahi, 2020).

A teacher's professionalism is seen from his/her competence as a teacher, which consists of pedagogical, professional, personality, and social competence. One dimension of teacher competence, according to the Regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2007 concerning Academic Qualification Standards and Teacher Competence, is professional competence. With this Regulation of the Minister of National Education, it means that a teacher must be competent in carrying out his/her professional performance. The professional competence of teachers according to Regulation of the Minister of National Education Number 16 of 2007 consists of the teacher's ability to: (1) master the material, structure, concepts, and scientific mindset that supports the subjects taught; (2) master the competency standards and basic competencies of the subjects/development areas taught; (3) develop the learning materials taught creatively; (4) sustainably develop professionalism by carrying out reflective actions; and (5) utilize information and communication technology to communicate and develop themselves (Mutahajar, 2019).

One of the competencies that an educator must possess is pedagogical competence. This competency encompasses everything a teacher does in carrying out their teaching duties. The main focus of pedagogical competence is knowledge and understanding of the learning process related to the development of students' intellectual or academic abilities. Having a better intellectual capacity will help teachers develop personally and facilitate their ability to teach or educate students. One element of expertise that can influence teacher performance improvement is teacher pedagogical competence. Analysis of professional teacher pedagogical competence as one of the factors that can influence teacher performance. By identifying relevant pedagogical competence and measuring its influence on teacher performance, it is hoped that solutions can be found to improve the quality of learning in elementary schools. Pedagogy is closely related to its role as a teacher, in order to improve the educational process, which in turn improves the standard of living of the nation and state and the quality of education. Therefore, to be able to carry out their duties effectively, teachers must also have high professional competence (Syahrul et al., 2025).

Educational supervision is a crucial component in efforts to improve the quality of education, involving a series of coaching, monitoring, and evaluation activities of the learning process and the performance of educators (Ismiarti, 2023). This concept inherently aims to ensure the achievement of established academic quality standards and the continuous professional development of teachers and school staff (Karoso & Cahyono, 2024). The literature indicates that supervision is specifically designed to assist teachers and supervisors in carrying out their daily tasks, optimizing their knowledge and skills for better service to parents and schools, and establishing educational institutions as effective learning communities (Djuhartono et al., 2021).

In a broader context, educational supervision also plays a role in helping educators identify problems, develop solutions, and realize their potential through good teaching techniques, thus directly contributing to improving overall educational standards (Cahayati & Rizqa, 2024). Improving educational quality through supervision not only focuses on the technical aspects of teaching but also includes developing the leadership of the principal, which determines the success of educational programs (Cahayati & Rizqa, 2024). This is in line with

the view that the success of learning depends heavily on the effectiveness of supervision carried out by the principal, teachers, and educators (Harahap et al., 2023).

Specifically, principals, as the highest leaders of educational institutions, have a professional role in supervision, which demands improved learning quality through more intensive coaching (Iskandar et al., 2019). Optimizing the principal's role in supervision includes their ability to act as consultants, assisting teachers in problem-solving and providing constructive feedback for professional development (Mulloh & Muslim, 2022). This approach emphasizes collaboration rather than coercion, thus stimulating staff initiative and creativity in developing a better learning environment (Cahayati & Rizqa, 2024).

A principal's academic supervision competency consists of the ability to plan, implement, and follow up on academic supervision programs to enhance teacher professionalism (Tampubolon, 2018). This approach ensures that instructional quality is continuously monitored and improved, thus directly contributing to improved educational outcomes (Tampubolon, 2018). The effectiveness of academic supervision by a principal significantly influences teacher competence in facilitating an optimal learning environment, which in turn improves student achievement (Indriyanto, 2022). This multifaceted role requires that the principal possess a robust set of competencies, including strong leadership, managerial skills, and a deep understanding of pedagogical practices (Shofirah et al., 2024).

These competencies encompass personality, managerial, entrepreneurial, supervisory, and social aspects, as regulated by relevant educational regulations (Shofirah et al., 2024) (Junakartiansyah Perdana, 2023). Student success in learning depends heavily on the teacher's ability to facilitate learning and the principal's competence in conducting academic supervision (Busahri, 2023).

Many principals still struggle to effectively use their authority to manage their schools due to a fear of initiating change, demonstrating a general weakness in school management capabilities in Indonesia (Junakartiansyah Perdana, 2023). This highlights the critical need for improved training and support systems to empower school leaders in their supervisory and managerial capacities (Karoso & Cahyono, 2024).

Successful implementation of the principal's role depends on their understanding of the school as a complex organization and their ability to lead effectively (Elvirawati et al., 2023). This involves strategic planning, effective resource allocation, and creating a collaborative environment that promotes continuous professional development among teachers (Shofirah et al., 2024).

Such effective leadership is often evaluated through measurable growth in teacher performance and the resulting positive impact on student learning outcomes (Shofirah et al., 2024). Effective academic supervision models, systematically implemented and continuously evaluated, have been shown to significantly improve teaching quality, teacher well-being, and overall organizational performance in educational institutions (Lara et al., 2025).

Therefore, principals must prioritize ongoing professional development to refine their supervisory and leadership skills, ensuring their capacity to promote educational excellence in their respective schools (Debbarma & Momin, 2024). This includes developing a keen understanding of various teaching and learning techniques, as well as administrative frameworks that support student progress from enrollment to graduation (Rusdi & Madihah, 2023).

Thus, a competent principal strategically utilizes available resources, both human and material, to create an optimal learning environment and achieve predetermined educational

goals efficiently and effectively (Elyani, 2022; Warman, 2022). This holistic approach emphasizes the principal's crucial role not only as an administrator but also as a pedagogical leader, who directly influences the quality of education provided (Enes et al., 2024).

Based on the results of self-reflection conducted by the researcher as a teacher, the principal has so far carried out his academic supervision duties by implementing a direct supervision approach individually, by visiting teachers on duty, observing their performance, and conducting assessments. This individual supervision approach is not very effective in improving teacher competence in carrying out their duties, especially those related to their professional competence. The results of the empirical study conducted by the researcher on teachers at SDIT Az-Zahra, Bojongsari District, Depok, show that teacher professional competence is still low, especially in teacher competence in developing learning materials that are taught creatively. The average ability of teachers in developing learning materials that they teach is still in the moderate category. The results of reflection on these findings indicate that the factors causing the low teacher competence are suspected to be caused by internal and external factors. Internal factors that are suspected to influence the low professional competence of teachers include:

1. Teachers do not yet understand the techniques for developing learning materials.
2. Teachers do not analyze learning materials before developing teaching materials or learning materials, and
3. Lack of self-motivation among teachers to perform their professional work well.

An external factor suspected of contributing to low teacher professional competence is the principal's overly judgmental supervision. Ideally, supervision is conducted collegially, non-patronizingly, in partnership and mentoring, and through open and flexible discussion and brainstorming to help teachers reflect on their performance in carrying out their professional duties.

One approach that prioritizes partnership or collaboration between the principal as academic supervisor and teachers as supervised persons, is more of a companion through open and flexible discussions and brainstorming, and has a clear goal to help teachers develop into professional staff through reflective activities, is the collaborative supervision approach.

Based on the background of the problem above, to overcome the problem of low professional competence of teachers in carrying out their professional duties, an action was implemented in the form of a supervisory approach that had never been done before, namely the collaborative supervision approach. This action was then examined through a qualitative study entitled "Implementation of the Collaborative Supervision Program to Improve Teacher Professional Competence at Sdit Az-Zahra Bojongsari Depok".

2. LIBRARY STUDY

Etymologically, the term "supervision" is rooted in the English word "supervision," which refers to the activity of overseeing or monitoring work performed by a supervisor (Gultom et al., 2024). This involves "looking closely at the work as a whole" to ensure established standards are met (Putri et al., 2023). More broadly, supervision includes providing adequate guidance and direction to the implementation team (Yatun, 2025). The supervising party is also responsible for monitoring work progress, considering the competencies and capabilities of each team member, and identifying areas that require further consultation from more experienced team members (Yatun, 2025).

In the Great Dictionary of the Indonesian Language, supervision is defined as the primary oversight and highest control over the activities, creativity, and performance of subordinates (Addini et al., 2022). This term is similar to inspection, examination, oversight, and oversight, all of which involve observation by superiors of matters under their purview (Supriadi, 2019). Furthermore, in the world of education, the term oversight is often equated with supervision, as both involve monitoring to compare actual conditions with expected conditions (Anugraheni, 2022).

Conceptually, educational supervision is a series of systematic monitoring, coaching, and evaluation activities to ensure the achievement of national education standards and continuous improvement in the quality of learning (Government Regulation of the Republic of Indonesia Number 57 of 2021 concerning National Education Standards, 2021) (Mu'ti et al., 2025). This supervision includes periodic and continuous monitoring, supervision, and evaluation carried out by various parties such as heads of educational units, university leaders, school/madrasah committees, and the central government (Government Regulation of the Republic of Indonesia Number 57 of 2021 concerning National Education Standards, 2021). The need for significant revitalization of the status, function, and role of supervisors and inspectors is crucial to ensure that adequate learning assistance can be provided to teachers, given the supervisors' limited understanding of this aspect (Mu'ti et al., 2025).

Thus, increasing the capacity of supervisors is essential to support the overall improvement of educational quality (Cahayati & Rizqa, 2024). Supervision also involves regular monitoring and evaluation of the condition and use of facilities to ensure compliance with established quality standards (Latif et al., 2025). More specifically, supervision is defined as activities carried out by supervisors and principals to oversee teacher work, or as planned coaching activities to assist teachers and school staff in carrying out their work effectively (Guntoro, 2020).

The primary function of supervision is to maintain the effectiveness of existing teaching programs and identify areas for improvement (Nazrahwati, 2020). Effective supervision planning aims to provide the best possible support, guidance, and service to instructors to enhance their competence and efficiency as educators (Cahayati & Rizqa, 2024).

Specifically, supervision is defined as an effort to assist and participate in improving performance to enhance the quality of teaching and learning staff in educational institutions (Halik et al., 2022). Furthermore, educational supervision is a supervisory activity oriented towards providing substantive direction and assistance to improve the quality of the learning process in educational institutions, encompassing aspects of principal leadership, teacher performance, administrative staff, and student participation (Wijaya, 2019).

The primary goal of educational supervision is to continuously improve the quality of education, with a focus on assisting teachers and education personnel in carrying out their duties effectively (Cahayati & Rizqa, 2024). Improving teacher effectiveness and efficiency through problem-solving is a key focus in the implementation of educational supervision, particularly in the context of the current digital era (Bestari et al., 2023). This aligns with the need to improve human resources to enhance the quality of education (Yoseptry et al., 2024), as well as ensuring accountability and transparency in its implementation (Government Regulation of the Republic of Indonesia Number 57 of 2021 concerning National Education Standards, 2021).

In this context, educational supervision is also legally regulated, as stipulated in government regulations that outline the supervision of educational activities as periodic and

continuous monitoring, supervision, and evaluation to ensure transparency, accountability, and improvement in the quality of learning processes and outcomes (Government Regulation of the Republic of Indonesia Number 57 of 2021 concerning National Education Standards, 2021). Educational supervision also focuses on teacher professional development, improving teaching skills, and creating an innovative and responsive learning environment to student needs (Cahayati & Rizqa, 2024) (Umar & May, 2023).

This approach seeks to address various obstacles that may arise in the learning process, including issues related to supervisor qualifications and limited infrastructure (Nugrahini et al., 2023). Therefore, educational supervision must be implemented comprehensively, encompassing aspects of coaching, supervision, and assessment to continuously improve the quality of educational human resources (Sany & Latief, 2022). This effort involves collaboration between principals, supervisors, and teachers to create an adaptive and innovative educational ecosystem (Fadla et al., 2022) (Karoso & Cahyono, 2024).

The primary function of educational supervision, as expressed by Sahertian, is to improve the teaching and learning environment in schools (Maladerita et al., 2019). This includes enhancing the professional and technical skills of teachers, principals, and other school personnel to ensure the educational process runs as expected (Addini et al., 2022).

Through supervision, teachers are allowed to improve their performance and are trained to solve various problems encountered in teaching (Suparliadi, 2021). An effective academic supervision approach is crucial for principals, supervisors, and teachers to identify and address teachers' learning needs while simultaneously developing their professionalism (Syofian et al., 2023). Supervision also serves as a vital instrument for ensuring public accountability and transparency in the education system, as mandated by laws and regulations (Ulum, 2018).

Effective implementation of supervision requires a thorough understanding of the definition, objectives, functions, principles, and substantive dimensions of academic supervision by school/madrasah principals and school supervisors (Nurlaela & Muaini, 2023). Therefore, adequate academic supervision competency among madrasah principals is crucial for guiding educators in improving the quality of the learning process (Fauziah et al., 2020).

The primary goal of educational supervision is to improve the performance and effectiveness of the learning process, as well as to support the professional development of educators (Gultom et al., 2024). This includes efforts to assist teachers in mastering student motivation skills and emphasizing the elaboration process to foster expected learning behaviors (Nurlaela & Muaini, 2023). This supervision must also be adaptive to developments in science and technology, ensuring teachers can integrate innovation into their teaching methods (Dahlim, 2021). For example, the principal plays a central role as a supervisor responsible for the entire school community, including educators and staff, in carrying out their professional duties to improve the quality of learning (Iskandar et al., 2019). This aligns with the view that the primary goal of academic supervision is to support teachers in improving their professional capacity to achieve optimal academic goals (Pratiwi et al., 2023).

In this context, academic supervision also aims to provide guidance, encouragement, and solution-based assistance to teachers so they can overcome problems in the teaching and learning process and improve their professional performance (Putri et al., 2023). The principal, as a supervisor, has the responsibility to provide motivation and appreciation to teachers, even through verbal feedback, to encourage better performance and ensure the achievement of desired educational goals (Junakartiansyah Perdana, 2023). Thus, supervision is not merely a control mechanism, but a collaborative process that empowers teachers to reach their full

potential in teaching (Tursina & Rudiansyah, 2024) (Suradi, 2018). This indicates that the madrasah principal must have strong managerial and supervisory competencies to empower teachers and achieve maximum performance, including through motivation (Darwina, 2020).

According to Jumriati, effective supervision activities can inspire and stimulate teachers to carry out the learning process optimally, including preparing equipment, developing varied methods, fostering collaboration, and developing their knowledge (Darwina, 2020).

Principals are also expected to develop teacher skills, improve discipline, provide necessary facilities, and organize training sessions to support teacher professional development (Karoso & Cahyono, 2024) (Elvirawati et al., 2023). As key leaders, principals have a strategic responsibility to monitor teacher productivity and ensure consistency in producing quality work, which directly contributes to improving the quality of education (Shofirah et al., 2024). Effective principal leadership strategies involve implementing competency-based teacher placement assessments, advanced training programs, and needs-based curriculum development to improve teacher motivation and performance (Karoso & Cahyono, 2024).

This aligns with the demands of principal competencies, which encompass personality, managerial, entrepreneurial, supervisory, and social skills, to support the continuous improvement of teacher performance (Shofirah et al., 2024). Providing constructive feedback and adequate academic support from the principal is essential to motivate teachers to overcome challenges and continuously improve their performance (Zrien & David, 2023). Furthermore, effective principal leadership in managing communication significantly impacts teacher performance, as it is able to direct and motivate teachers to achieve excellence in their roles (Karoso & Cahyono, 2024). A visionary principal is also able to inspire teachers to work more effectively through guidance and professional development, thereby helping them hone their skills and introduce innovations in teaching (Nailan & Nugraha, 2024). Principal supervision and teacher development have been shown to significantly contribute to teacher performance, with principal supervision contributing 80.5% of this improvement (Mashuri & Wahyudiati, 2023).

This emphasizes the crucial role of the principal as a manager and supervisor who not only leads but also mentors teachers to improve the quality of learning (DAHLIM, 2021) (Elvirawati et al., 2023). Therefore, improving the principal's supervisory competency is essential to ensure the effectiveness of teacher development programs, including active planning, ongoing training, and consistent motivation (Fahmi & Iskandar, 2020). This role requires the principal to continually encourage teachers to apply their teaching skills, develop their potential, and foster a genuine interest in their duties and responsibilities (Darwina, 2020). The principal must proactively establish good communication with teachers, encourage open discussions about problems, and provide constructive guidance for continuous improvement in teaching quality (Syofian et al., 2023) (Karoso & Cahyono, 2024).

Thus, principals have a strategic role in optimizing supervision to encourage increased teacher competence and professionalism, which in turn will positively impact the overall quality of education (Shofirah et al., 2024). Optimizing the principal's role as supervisor focuses not only on improving individual teacher performance but also on creating a collaborative and supportive work environment, which collectively increases the motivation and productivity of all teaching staff (Karoso & Cahyono, 2024). This approach will facilitate continuous teacher development and ensure that teaching practices are always aligned with applicable education quality standards (Syarifah, 2022). Therefore, principals are required to

have adequate supervisory competencies to guide teachers and improve the quality of teaching professionally (Molotolo, 2017) (Shofirah et al., 2024).

Thus, effective supervision is not merely an administrative task, but rather the core of instructional leadership oriented towards teacher professional development (Firdaus et al., 2022) (Darwina, 2020). As supervisors, principals are responsible for improving teachers' abilities in managing learning activities at school, which directly contributes to the overall progress of the school (Firdaus et al., 2022). This also requires principals to master technical skills in applying appropriate supervision techniques to ensure teacher professionalism is enhanced (Nurlaela & Muaini, 2023). These skills include a deep understanding of teaching standards, curricula, and current pedagogical methodologies, enabling principals to provide relevant and constructive feedback (Mu'ti et al., 2025). Furthermore, principals are also responsible for developing professional and proportionate attitudes among teachers at school (Fadla et al., 2022). This approach focuses not only on performance evaluation but also on ongoing development that encourages innovation and adaptation to student learning needs (Mu'ti et al., 2025). In this context, educational supervision by the principal must be viewed as a holistic process encompassing the development of teachers' personal, managerial, entrepreneurial, supervisory, and social competencies (Shofirah et al., 2024) (Junakartiansyah Perdana, 2023).

This process requires careful planning, systematic implementation, and ongoing follow-up to ensure teacher professionalism (Susanto & Muhyadi, 2016). Therefore, the principal's role as supervisor is crucial in efforts to improve educational quality through comprehensive teacher performance improvement (Zuldesiah et al., 2021). Supervision carried out by the principal is not only aimed at finding errors, but rather at assisting teachers in developing themselves and improving the teaching and learning process (Nurlaela & Muaini, 2023). This aligns with the definition of supervision, which is the activity of observing, supervising, or guiding others to improve their performance (Nuraisyah & Nurjannah, 2023). Specifically, educational supervision encompasses all efforts made to assist teachers in creating better learning conditions, in order to significantly improve the quality of teaching (Ikhwan & Rabbani, 2024). This supervision requires the principal to understand the concepts of academic supervision as a scientific foundation, enabling them to carry out their duties as supervisors professionally (Sahidin, 2023).

Based on the expert opinions above, it can be concluded that educational supervision is the coaching of teachers by the principal or school supervisor to improve and enhance the processes and achievements of those they supervise. The success of supervisory activities depends heavily on the approach applied. Nolan (2011) breaks down three types of supervisory approaches:

1. Direct approach(*directive*)

The direct approach is a supervisory approach where the supervisor provides direct guidance in response to stimuli from the supervisee. This approach can be implemented through explaining, presenting, directing, providing examples, establishing benchmarks, and reinforcing.

2. Indirect approach(*nondirective*)

The indirect approach is a supervisory approach where the supervisor provides indirect guidance in response to stimuli from the supervisee. This approach provides the supervisee with ample opportunity to express their problems. The indirect approach can be

implemented through listening, providing reinforcement, explaining, presenting, and solving problems.

3. Collaborative approach

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 on the structure, process, and criteria for implementing the supervision process. A collaborative approach can be implemented through activities such as presenting, explaining, listening, presenting, problem-solving, and negotiating.

The principal's academic supervision competencies include program development, implementation, evaluation, and follow-up for continuous improvement. The Teacher Performance Implementation Guidelines state that the principal's competencies related to academic supervision are as follows:

1. Develop an academic supervision program to improve teacher professionalism.
2. Conduct academic supervision of teachers using appropriate supervisory approaches and techniques.
3. Assess and follow up on academic supervision activities to improve teacher professionalism. (Ministry of National Education – Directorate General for Improving the Quality of Educators and Education Personnel, 2011: 149)

Thus, a school principal who has carried out academic supervision well is a school principal who has formulated academic supervision programs, implemented them using appropriate techniques according to the characteristics of the teachers, assessed and followed up on them periodically, programmed and continuously.

A competent school principal who has carried out academic supervision of the principal's main duties when carrying out academic supervision well has several indicators as follows:

1. Able to compile an annual academic supervision program to improve teacher professionalism, which includes:
 - a. Focus on improving learning processes and outcomes;
 - b. Implementation schedule and academic supervision instruments;
 - c. Communicated in the first month at the beginning of the year;
 - d. Delegation and division of supervisory tasks to senior teachers.
2. Carry out academic supervision of teachers using appropriate supervision approaches and techniques, including:
 - a. Able to divide the tasks of implementing academic supervision to qualified deputies and senior teachers (for example: creating an academic supervision implementation team, assigning deputies and senior teachers who are appropriate to the subject and have a higher rank);
 - b. Able to apply appropriate supervision procedures, approaches, and techniques (for example: there are pre-observation, observation, and post-observation);
 - c. Able to develop supervisory instruments that are relevant to the demands of change and in accordance with curriculum developments from the government (for example: there is character value content);
 - d. Able to evaluate the implementation of academic supervision.

3. Assess and follow up on academic supervision activities to improve teacher professionalism, including:
 - a. Able to utilize the results of academic supervision assessments in the context of evaluating school programs in the academic field (for example: evaluation of syllabus development integrated with character values, allocation of funds for additional teaching aids, and multimedia);
 - b. Able to follow up on the results of academic supervision assessments to improve teacher professionalism (examples: effectiveness of learning methods, relevance of learning media, effectiveness of assessment techniques);
 - c. Able to follow up on the results of academic supervision assessments by making the school's KKG more effective and active, sending teachers to training;
 - d. Able to follow up on the results of academic supervision assessments by holding workshops and inviting competent resource persons in accordance with the results of the academic supervision evaluation. (*Ministry of National Education – Directorate General for Improving the Quality of Educators and Education Personnel, 2011*).

The principal's academic supervision is inseparable from the assessment of teacher performance in managing learning. Sergiovanni (in the PMPTK Directorate – Ministry of National Education, 2009:14) states that

Practical reflections in teacher performance assessment related to academic supervision are:

1. See the real performance of teachers and what actually happens in the classroom;
2. What do teachers and students actually do in the classroom?
3. Which of the activities carried out by the teacher are meaningful for the teacher and students?
4. What do teachers do to achieve learning objectives?
5. What are the strengths or weaknesses of teachers, and how to develop?

Academic supervision can be carried out effectively by the principal if he/she implements the principles of academic supervision properly, namely:

1. Practical, meaning easy to do according to school conditions;
2. Systematic, meaning it is developed in accordance with a mature supervision program and learning objectives;
3. Objective, meaning input according to the aspects of the instrument;
4. Realistic, meaning based on actual reality.
5. Anticipatory, meaning being able to face problems that may occur;
6. Constructive, meaning developing teacher creativity and innovation in developing the learning process;
7. Cooperative, meaning there is good cooperation between supervisors and teachers in developing learning;
8. Family, meaning considering mutual care, affection, and nurturing in developing learning;
9. Democratic, meaning that the supervisor must not dominate the implementation of academic supervision;
 - a) Mutahajar
10. Active, meaning supervisors and teachers must actively participate;

11. Humanist, meaning able to create harmonious, open, honest, consistent, patient, enthusiastic and humorous human relationships;
12. Continuous, meaning that academic supervision is carried out regularly and continuously by the principal;
13. Integrated, meaning integrated with the education program; and
14. Comprehensive, meaning it fulfills the objectives of academic supervision.

One of the principal's duties related to academic supervision, as stated above, is to plan academic supervision. In order for the principal to carry out his duties well, the principal must have the competence to make plans for academic supervision programs. The Center for Educational Personnel Development - PSDMP & K and PMP Agency of the Ministry of Education and Culture on Academic Supervision - Main Learning Materials - Level I Continuing Professional Development for Elementary School/Islamic Elementary School Principals (2012: 13), states that in general academic supervision activities consist of five stages consisting of planning, implementing, analyzing data from academic supervision results, providing feedback for teachers, and finally implementing improvements to the learning process after receiving input from the results of academic supervision. Below is a chart of academic supervision planning. The targets of academic supervision are teachers' abilities in planning, implementing learning activities, assessing learning outcomes, utilizing assessment results to improve the quality of the learning process, creating a pleasant learning environment, utilizing available learning resources, and developing appropriate learning interactions (strategies, methods, techniques).

The implementation of academic supervision must be supported by instruments. Therefore, the principal must be able to create the necessary supporting instruments for academic supervision. Academic supervision planning is the initial step a principal must take in implementing academic supervision. Academic supervision planning is crucial as a guideline for conducting academic supervision. The principal collaborates with senior teachers to develop the academic supervision plan. The strategy for developing the academic supervision plan begins with an analysis of the results of previous academic supervision. This analysis serves as a reference for developing the plan. The following steps are taken during the academic supervision planning stage:

1. Determine the objectives of academic supervision;
2. Create a supervision schedule;
3. Determine supervision methods and techniques; and
4. Prepare and select instruments

The principal who will carry out academic supervision must prepare the supervision instrument devices/equipment in accordance with the planned goals, targets, objectives, methods, techniques, and approaches, as well as appropriate instruments in the form of supervision formats. The instruments that must be prepared by the principal in carrying out academic supervision consist of annual, semester, and monthly supervision program instruments. In addition to preparing these supervision instruments, the principal must prepare a supervision schedule. The supervision schedule can provide information to the principal and teachers when supervision will be carried out.

Framework of thinking

The results of an empirical study conducted by researchers on teachers at SDIT Az-Zahra, Bojongsari District, Depok, show that teachers' professional competence is still low,

especially in teachers' competence in developing learning materials that are taught creatively. The average ability of teachers in developing learning materials that they teach based on teacher performance assessments of 8 teachers at SDN 6 Jurit, Pringgasela District, East Lombok Regency, shows that teachers' competence in developing learning materials that are taught is still in the moderate category. The results of reflection on these findings indicate that the factors causing the low teacher competence are suspected to be caused by internal and external factors. The external factor that is suspected to cause low teacher professional competence is the implementation of supervision by the principal who is more assessing and patronizing.

Ideally, supervision is carried out collegially, non-patronizingly, in a partnership and mentoring manner, and is carried out through open and flexible discussions and brainstorming to help teachers reflect on their performance in carrying out their professional duties. One approach that prioritizes partnership or collaboration between the principal as academic supervisor and teachers as supervisees, is more mentoring through open and flexible discussions and brainstorming, and has a clear goal of helping teachers develop into professionals through reflective activities, is the collaborative supervision approach.

The collaborative supervision approach to improving teachers' professional competence in developing learning materials is carried out through a series of mentoring activities involving all teachers being mentored. In carrying out academic supervision of teachers, the principal should be guided by and use appropriate academic supervision approaches and techniques. The collaborative supervision strategy implemented, which leads to the effectiveness of providing professional assistance through academic supervision, which is expected to improve teachers' professional abilities or competence in developing learning materials, is as follows:

1. Collaborative mentoring, which is a structured and ongoing process between two or more professional learners to enable them to embed skills and knowledge from specialist sources into everyday practice.
2. Place all teachers as the center of guidance activities who have full sovereignty.
3. Academic supervision matters are entirely the responsibility of the principal. The principal's academic supervision activities are his or her full responsibility and trust in carrying out his or her duties as a supervisor at the school.
4. Brainstorming is the initial step in obtaining information from teachers about the actual problems they are facing. Many issues related to professional performance are revealed through these discussions. Issues are presented in a conversational setting that doesn't require formal settings. In this type of interaction, teachers don't feel burdened by the natural setting, as expressing their concerns is facilitated. Openness facilitates problem-solving.
5. Colleague tutors are forums among fellow teachers in the school environment, which aim to exchange experiences and knowledge in improving the quality of teaching, sharing knowledge from one teacher to another or to a group of teachers.
6. Teachers who have participated in educational and training activities, workshops, and development are obliged to pass on the knowledge they have acquired to other teachers, in various ways, in meetings that they organize themselves.
7. Teachers who are carrying out their professional work must provide opportunities for other teachers to observe and ask questions about the activities they are carrying out,

- and they must communicate among themselves. They share experiences and find the best methods based on complementary, contributory thinking.
8. Teachers who have experience and know how to carry out their professional performance in developing learning materials that are worthy of being known by fellow teachers, whether asked or not asked at some point in an informal meeting or asked by the principal, are obliged to inform other teachers so that they are aware and can be emulated if necessary.
 9. Teacher working group activities serve as a medium for exchanging experiences in solving various problems related to their professional performance. Discussions within teacher working groups are guided alternately according to the problem.

Action Hypothesis

Based on the above framework, this research hypothesizes that the implementation of the collaborative supervision program can improve the professional competence of teachers at SDIT Az-Zahra, Bojongsari District, Depok, in the 2025-2026 academic year.

3. RESEARCH METHODS

Research Design

This research is qualitative. Qualitative research is a research method that focuses on an in-depth understanding of phenomena, including the behavior, perceptions, motivations, and actions of research subjects (Siswanto & Fanani, 2017). This approach is designed to explain and understand complex phenomena through the collection and interpretation of non-numerical data, such as observation, in-depth interviews, and document analysis (Rifa'i, 2023). This method specifically examines problems because it believes that the nature of one problem will differ from another, so the results obtained are not generalizations but rather an in-depth understanding of the issue being studied (Abdussamad, Zuchri, 2021). This approach is based on the philosophy of postpositivity, with the researcher as the key instrument, and data collection techniques are carried out using triangulation (Rukminingsih et al., 2020). This research was conducted in the odd semester of the 2025-2026 academic year. This research was conducted at SDIT Az-Zahra, Bojongsari District, Depok, where the researcher is assigned.

4. RESULTS AND DISCUSSION

The research results show that the implementation of collaborative-based educational supervision was effective with the active involvement of all parties, including principals, teachers, and supervisors. This supervision was conducted through group discussions, joint class visits, and joint reflection to address learning challenges. Teachers felt supported and motivated, significantly enhancing their professional skills. Furthermore, working relationships became more harmonious, creating a school climate conducive to sustainable development.

The discussion links these findings to the theory of collaborative supervision, which emphasizes the importance of interaction and open communication in building teacher professionalism and learning quality. Key supporting factors are the commitment of school leaders and the conscious participation of teachers in the supervision process. Obstacles identified, such as time constraints and initial resistance, can be overcome through flexible scheduling and early teacher involvement.

5. CONCLUSION

The results of this study indicate that collaborative-based supervision is effective in developing teacher professionalism and is suitable as a human resource development strategy at SDIT Az-Zahra, Bojongsari District, Depok, for the 2025-2026 academic year.

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