

## **Contextual Academic Supervision Management to Improve the Pedagogical Competence of Elementary School Teachers (Case Study at Kurniajaya Public Elementary School and Buniasih Public Elementary School, Tasikmalaya Regency)**

**Sana Sutrisna, Deti Rostini**

Universitas Islam Nusantara

Jl. Soekarno Hatta No.530 Bandung

Correspondence: [detirostini@uninus.ac.id](mailto:detirostini@uninus.ac.id)

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**Abstract:** The low utilization of contextual academic supervision in improving teachers' pedagogical competence remains a significant concern in elementary schools. This study aims to describe the planning, organization, implementation, supervision, obstacles, and solutions in the management of contextual academic supervision in Kurniajaya State Elementary School and Buniasih State Elementary School, Tasikmalaya Regency. This study was conducted for two weeks using a qualitative approach, taking the theory from G.R Terry through observation, in-depth interviews, and documentation studies. The results of the study indicate that contextual academic supervision in both schools has been implemented based on management principles, which include: (a) planning includes setting goals, identifying resources, strategies, and preparing schedules and budgets; (b) organizing is carried out through the formation of clear structures, delegation of tasks according to competencies, and strengthening teamwork; (c) implementation includes teacher mentoring, analysis of Education Reports, utilization of the GTK Space Platform, and learning reflection; and (d) supervision is carried out in a reflective-participatory manner by producing a continuous improvement plan. In addition, the study also found (e) obstacles in the form of limited time, differences in teacher commitment, and less than optimal utilization of digital facilities; and (f) solutions achieved through strengthening shared commitment, more flexible scheduling, and maximizing the use of simple technology. Thus, it can be concluded that contextual academic supervision management in both schools has been effective, although it still faces obstacles that need to be overcome with adaptive strategies to sustainably improve teachers' pedagogical competence.

**Keywords:** academic supervision, contextual approach, teacher pedagogical competence, elementary school.

Improving the quality of basic education is a crucial agenda in national education development. The success of these efforts is largely determined by the quality of teachers, who play a key role in the learning process. Teacher pedagogical competence is crucial not only for student academic achievement but also for character development and 21st-century skills (Ertmer & Ottenbreit-Leftwich, 2019). In line with the implementation of the Independent Curriculum, demands on teachers' professionalism are increasingly

complex, as they are challenged to design more innovative and reflective learning that is adaptable to the diverse needs of students (Nurchahya et al., 2025). In this context, academic supervision plays a strategic role as an instrument supporting the continuous development of teachers' pedagogical competence. Supervision should be understood not merely as an administrative activity, but as professional mentoring that is collaborative, reflective, and directly oriented to classroom learning needs (Darling-Hammond & Cohen, 2018).

However, in practice, academic supervision in Indonesia still faces various limitations. Previous research has shown that supervision often focuses on administrative aspects, such as checking the completeness of learning materials, thus failing to substantially improve the quality of learning (Susanto & Al., 2024). A similar phenomenon has emerged in several developing countries, where supervision is interpreted more as a one-way evaluation than as a space for professional learning. This has led to a lack of enthusiasm among some teachers, as supervision is perceived as simply adding to the workload rather than as a means of personal development (Ayra & Kösterelioğlu, 2021). Conversely, recent studies have shown that well-planned supervision models based on classroom observation, coaching, and peer observation can improve instructional skills while encouraging teacher professional development (Blazar & Kraft, 2015; Knigteacht, 2018; Kraft et al., 2018). Thus, the effectiveness of supervision depends heavily on the approach chosen: whether it is purely administrative or leads to more contextual, collaborative, and reflective strategies.

Nationally, new challenges have emerged in the form of integrating academic supervision with the use of digital technology. The government has launched various platforms, such as Merdeka Mengajar (Teaching Freedom) and Ruang GTK (Gert Teachers' Room), as learning and reflection tools for teachers (Kementerian Pendidikan Kebudayaan Riset dan Teknologi Republik Indonesia, 2024). However, their utilization in elementary schools still faces obstacles, such as limited facilities, varying teacher digital skills, and lack of support from school organizations. Other contributing factors include high teaching loads, time constraints, and differing commitments among teachers, which make consistent supervision difficult. Therefore, contextual-based academic supervision is needed, namely supervision that adapts strategies to the actual conditions of the school, both in terms of needs and potential. Within this framework, the principal acts not only as a supervisor but also as a facilitator, reflective partner, and professional mentor for teachers (Knigteacht, 2018).

The literature review confirms several concepts that can strengthen contextual academic supervision. First, clinical supervision, with its pre-observation, observation, and post-observation cycles, provides space for teachers to review their teaching practices more systematically. Second, strengthening collaboration and peer support has proven effective in building a professional culture through lesson study, peer coaching, and peer evaluation (Ayra & Kösterelioğlu, 2021; Stigler & Hiebert, 2016). Third, research on teacher coaching in various countries shows that direct interaction accompanied by evidence-based

feedback can trigger significant changes in instructional practices (Kraft & Blazar, 2017; J. P. Papay & Kraft, 2015). Fourth, the use of technology in supervision opens opportunities for teachers to access a wider range of professional development resources and supports digital data-based reflection. However, its effectiveness remains dependent on the readiness of the infrastructure and the technological skills of educators (Ertmer & Ottenbreit-Leftwich, 2019). From these various models, it appears that academic supervision can be enriched with a classic management framework of planning, organizing, implementing, and monitoring, combined with a technology-based contextual approach. This study seeks to address gaps in academic supervision studies, particularly regarding how management functions can be implemented contextually in real-world practice in elementary schools. While most previous studies have focused on the implementation of supervision, few have examined the comprehensive management of academic supervision from a school management perspective. The novelty of this study lies in its integration of academic supervision management principles with a contextual approach that emphasizes teacher needs, social conditions, and school limitations and potential. Focusing on Kurniajaya Public Elementary School and Buniasih Public Elementary School in Tasikmalaya Regency, this study presents the dynamics of academic supervision in two schools with distinct characteristics, one located in a rural area and the other in an urban area, thus providing a more comprehensive picture (Killion, 2017).

Based on the above description, this study aims to describe the practice of contextual academic supervision management in elementary schools, encompassing planning, organization, implementation, and supervision. It also aims to uncover the challenges encountered and their solutions. This research is expected to provide theoretical contributions to enrich the academic supervision literature with a context-based management perspective, as well as practical contributions in the form of adaptive strategies that can serve as references for principals, teachers, and policymakers. Thus, the research results not only describe the phenomenon of academic supervision in the field, but also offer strategic directions for developing academic supervision models that are more relevant to the challenges of basic education in the era of digital transformation.

## **METHOD**

This study uses a descriptive qualitative approach to describe the practice of contextual academic supervision management in an effort to improve teacher pedagogical competence in elementary schools. The study was conducted for two weeks in two schools, namely Kurniajaya State Elementary School and Buniasih State Elementary School in Tasikmalaya Regency. The selection of both schools was done purposively because both implement academic supervision that is adapted to the school context, although they have different geographical characteristics and practice focuses. The research informants consisted of two principals and four class teachers who were selected based on their direct involvement in the

supervision process. Data collection was conducted through in-depth semi-structured interviews, passive participant observation, and documentation studies. Interview guidelines were prepared to explore aspects of planning, organizing, implementation (including pre-observation, observation, and post-observation), and supervision. The observation guidelines contained indicators of supervisory behavior and interaction patterns in the classroom, while the documentation study included the supervision program, the format of supervision results, and the Education Report Card as supporting data sources. The research document also included instrument grids and observation and interview guidelines as methodological evidence (C. D. Glickman et al., 2014).

The fieldwork began with a preparation phase, which included instrument development, permitting, and pilot testing of the guidelines. The next stage was data collection: classroom observations, interviews with principals and teachers, and the collection of relevant documents. The entire process was documented through systematic field notes. All interviews were recorded after obtaining permission from the informants and then transcribed verbatim. Observation notes and documents were collected to cross-check field findings (Kraft & Blazar, 2019).

Data analysis followed Miles & Huberman's interactive model, which includes three main stages: data reduction (initial sorting and coding to clarify the focus of the findings), data presentation (construction of thematic tables, comparison matrices between loci, and selective quotations), and conclusion drawing/dissemination/verification (through triangulation between sources and techniques). Furthermore, researchers integrated a thematic approach that organized the findings according to management functions: planning, organizing, implementing/actualizing, and controlling, so that the relationship between supervision practices and improving pedagogical competence could be systematically explained (Sugiyono, 2019).

Data validity was maintained through several strategies: source triangulation (principals, teachers, documents), technical triangulation (interviews, observations, documentation), and the implementation of an audit trail to ensure the dependability and confirmability of the findings (Nurchahya et al., 2024). Efforts to increase credibility also included member checking of interview summaries, discussions with supervisors or colleagues, and maintaining complete documentation of the data collection process (Moleong, 2017). It should be noted that this research is limited by its case study scope, which makes the findings contextual; therefore, generalization of the results requires caution, and further research on a broader population is recommended.

## **RESULTS AND DISCUSSION**

### **RESULTS**

#### **Contextual Academic Supervision Planning**

Supervision planning is the initial stage that determines the effectiveness of the entire supervision

process. At SDN Kurniajaya and SDN Buniasih, the principals developed supervision plans, taking into account the actual needs of the classroom. Supervision objectives were clearly defined, available resources were inventoried, and schedules were arranged to avoid disruptions to the teaching and learning process (Komariah, 2014). The supervision plans were diagnostic, based on findings from the Education Report Card, teacher forum discussions, and class priority issues. For example, if report card data indicated low student engagement in discussions, supervision was directed toward improving classroom interaction strategies through active discussion methods or project-based learning (J. Papay et al., 2019).

Contextual differences in schools influenced planning. SDN Buniasih, located in the urban area, had a more structured plan due to more adequate resource support, while SDN Kurniajaya, located in the suburbs, used a more flexible and pragmatic plan. This suggests that planning effectiveness depends not only on administrative procedures but also on the school's ability to adapt to local conditions and resource availability. Classical management theory asserts that planning is a core function that determines the success of other functions (Robbins & Coulter, 2017). In the context of academic supervision, thorough planning allows for effective organization, implementation, and supervision, allowing supervisory recommendations to be implemented in the classroom.

### **Organizing Contextual Academic Supervision**

Supervision in both schools was organized through a participatory role division. The principal remained the primary coordinator, but some supervisory functions were delegated to senior teachers. Senior teachers acted as facilitators: assisting in the development of teaching materials, leading reflective discussions, mentoring new teachers, and sharing best practices (Darling Hammond et al., 2017). Internal discussion forums and teacher working groups strengthened professional networks, making supervision more collaborative. For example, a senior teacher at SDN Buniasih led a discussion session on project-based learning strategies for new teachers implementing the Independent Curriculum.

This participatory organizational pattern supported the sustainability of supervision and increased teacher ownership. The interconnectedness between management functions was evident: good organization facilitated follow-up on supervision, ensuring recommendations were not left in documents but implemented in the classroom (Ferguson & Heppen, 2020). Furthermore, effective organization created a collaborative professional culture, where teachers supported each other and shared best practices. This is consistent with the theory of Glickman et al. (2018) that collaborative supervision is more effective than top-down supervision.

## **DISCUSSION**

### **Implementation of Contextual Academic Supervision**

The implementation of academic supervision at Kurniajaya State Elementary School and Buniasih State Elementary School follows a clinical cycle consisting of several integrated stages, starting with pre-observation, classroom observation, and post-observation. During the pre-observation stage, the supervisor and teacher jointly formulate the focus of the observation and the learning indicators to be assessed. This stage provides space for teachers to convey any difficulties or specific needs, so that the supervision can be coaching and relevant to the actual classroom conditions. For example, teachers experiencing difficulties implementing active discussion methods or project-based learning strategies can request special attention to specific aspects during the observation, so that the supervision results are more focused and useful for improving teaching practices (J. Papay et al., 2019)..

Furthermore, the classroom observation stage is a crucial moment for assessing teacher-student interactions, the achievement of learning objectives, and the overall learning dynamics. Supervisors collect data using prepared observation instruments and utilize supporting documents such as Education Reports and teaching materials used by teachers. This approach ensures that findings are evidence-based and concrete, allowing teachers to clearly identify strengths and areas for improvement (J. P. Papay & Al., 2021). Classroom observations also allow supervisors to provide direct feedback and foster dialogue with teachers regarding effective teaching strategies, emphasizing active, participatory learning, and adapting to student needs.

The post-observation phase is a reflective phase where supervisors and teachers jointly discuss the observation results, analyze the causes of problems, and develop applicable improvement strategies. A follow-up plan is designed to ensure that each supervision recommendation can be effectively implemented in the classroom. At SDN Buniasih, for example, teachers were given examples of alternative strategies to increase student participation, while at SDN Kurniajaya, time constraints made the reflective session shorter, allowing for a focus on the most pressing improvement priorities. This post-observation phase also supports the development of teachers' professional competencies, encourages in-depth reflection, and fosters a culture of collaborative learning within the school (J. P. Papay & Al., 2020).

In the implementation of supervision, technology integration is beginning to be utilized to support the effectiveness of the process. The Ruang GTK platform is used as a source of learning materials, a medium for individual reflection, and a means of independent training, while Google Forms is used for teacher reflection and digital collection of observation data. Short message groups facilitate coordination between teachers and supervisors and accelerate the dissemination of evaluation instruments or materials (Peraturan Direktur Jenderal Nomor 6565/B/GT/2020 Tentang Model Kompetensi Dalam Pengembangan Profesi Guru. Jakarta: Kemendikbud., 2020). However, the effectiveness of technology is highly dependent on the readiness of facilities, school policies, and teachers' digital skills. The appropriate use of technology can strengthen clinical supervision, improve collaboration, and facilitate documentation and follow-up monitoring, so that supervision is not merely an administrative formality, but functions as a continuous

and contextual professional learning process (Ertmer & Ottenbreit-Leftwich, 2019; Kraft et al., 2018)

### **Contextual Academic Supervision Supervision**

To address emerging challenges, schools have developed various adaptive strategies designed to ensure effective academic supervision. One key effort is structuring supervision schedules that align with the academic calendar and utilize teachers' free time, ensuring supervision activities do not conflict with teaching hours and other administrative duties. With more flexible time management, teachers have the opportunity to fully participate in supervision sessions, including the reflection phase, which is crucial for improving teaching practices (Owan & Al., 2023).

Utilizing digital technology is a crucial part of this adaptive strategy. The Ruang GTK platform is utilized optimally as a source of materials, a medium for individual reflection, and a means for independent training. Teachers can access learning strategy guides, formative assessments, or examples of teaching materials, then adapt them to their respective classroom conditions. Furthermore, messaging groups, Google Forms, and cloud storage facilitate coordination, dissemination of observation instruments, and collective teacher reflection. This strategy helps teachers who were previously less open to supervision become more aware of the benefits of supervision and more willing to implement concrete changes in their teaching practices (Seino & Foster, 2021).

A collaborative culture is also strengthened through peer coaching and regular discussion forums. Senior teachers facilitate colleagues in developing learning strategies, share best practices, and mentor teachers who need additional guidance. Internal workshops, lesson studies, and short training sessions are held regularly to ensure that reflections are directly implemented in the classroom. In this way, supervision does not stop with formal reports but becomes part of an ongoing professional development process.

Overall, the combination of adaptive strategies such as scheduling, technology integration, strengthening a collaborative culture, and peer coaching demonstrates that academic supervision can remain effective despite resource constraints and varying levels of teacher openness. This approach ensures that supervision is a relevant process, focused on professional development, and capable of significantly improving teachers' pedagogical competence and the quality of classroom learning.

### **Obstacles and Solutions to Contextual Academic Supervision**

Several dominant obstacles emerge during the implementation of academic supervision. First, teachers' time constraints, already packed with teaching schedules, equipment preparation, and administrative tasks, often disrupt or shorten supervision sessions. Second, differences in motivation among teachers affect the quality of engagement. Enthusiastic teachers are more open to input, while those who accept supervision merely fulfill formal obligations without significant change (Burgess et al., 2021).

Third, limited use of technology is also a barrier. Although digital platforms for learning are available, their implementation is less than optimal due to limited infrastructure, inadequate devices, and varying digital literacy skills among teachers. Furthermore, contextual factors such as the number of teaching staff, work culture, and attachment to administrative routines also influence supervision flexibility (Ertmer & Ottenbreit-Leftwich, 2019). These obstacles indicate that supervision issues involve technical aspects, organizational culture, time management, and human resource readiness.

Schools should develop adaptive strategies to overcome obstacles to supervision. The first strategy is to organize a supervision schedule that is integrated with the academic calendar, utilizing flexible time slots to minimize conflicts with other activities. The second strategy is to utilize simple technology for coordination and documentation, such as digital chat groups, online forms, or cloud storage, which facilitates reporting and collective teacher reflection (Kraft & Blazar, 2017).

The third strategy is to strengthen a culture of peer coaching and collaborative reflection through regular discussion forums, where senior teachers facilitate colleagues in developing learning strategies. Some schools also combine supervision with internal workshops, short training sessions, or lesson studies, so that the results of reflection are directly followed by real-world practice (Darling Hammond et al., 2017). Overall, these adaptive strategies demonstrate that academic supervision can remain effective despite limitations, with a focus on flexibility, utilization of available resources, and a sustainable culture of reflection.

## **CONCLUSIONS AND SUGGESTIONS**

### **CONCLUSION**

This research provides a key lesson: contextually implemented academic supervision management can significantly improve teachers' pedagogical competence compared to purely administrative supervision. The findings indicate that academic supervision at Kurniajaya Public Elementary School and Buniasih Public Elementary School is effective when planning is based on the actual needs of the classroom, organizing is participatory, implementation follows the clinical supervision cycle (pre-observation, observation, and post-observation), and supervision is strengthened through reflection and follow-up. A contextual approach allows supervision to adapt to differences in school conditions, resource availability, and teacher readiness, so that supervision is perceived not as control but as a collaborative and reflective professional development process. Scientifically, this research contributes to enriching the study of academic supervision by integrating a school management perspective (planning, organizing, actuating, controlling) and a contextual approach based on teacher needs, as well as the use of digital technology. This study offers a conceptual and empirical framework that demonstrates that academic supervision can be managed as an adaptive managerial system, rather than simply an evaluative activity. By presenting two elementary school locations with distinct

characteristics—urban and suburban—this study also provides a comparative overview of how the social context, resources, and culture of schools influence academic supervision practices. These findings can serve as a reference for school principals and policymakers in designing academic supervision models that are more relevant to the challenges of elementary education in the era of digital transformation.

## SUGGESTION

However, this study has several limitations. First, the scope of the study was limited to two elementary schools using a case study approach, so the findings are contextual and cannot be broadly generalized. Second, the relatively short duration of the study did not allow for observation of the impact of academic supervision on improving teachers' pedagogical competence in the long term. Third, this study did not quantitatively measure changes in student learning outcomes as an indirect impact of academic supervision. Therefore, further research is recommended to involve more schools with diverse characteristics, use a longitudinal design, and combine qualitative and quantitative approaches to obtain a more comprehensive understanding of the effectiveness of contextual academic supervision.

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