

Improving the Professionalism of Elementary School Teachers by Using a Collaborative Academic Supervision Model

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Article History

accepted 1/2/2026

approved 1/3/2026

published 31/3/2026

Abstract

This study aims to improve the professionalism of elementary school teachers through the application of a collaborative academic supervision model. This study is a School Action Research (SAR) conducted at SDN 01 Delingan with 7 teachers as research subjects. The study was conducted in two cycles, each of which included the stages of planning, implementation of actions, observation, and reflection. Data collection techniques used observation, interviews, and documentation. Data were analyzed descriptively, qualitatively, and quantitatively. The results showed that the implementation of collaborative academic supervision could significantly improve teacher professionalism. The average teacher professionalism score at the beginning of the study was 62.25, increasing to 72.25 in cycle I and further increasing to 85.25 in cycle II. The improvement occurred in the aspects of lesson planning, lesson implementation, use of methods and media, and lesson evaluation. Collaborative academic supervision encourages active teacher involvement, improves learning reflection, and creates a partnership between the principal and teachers. Based on these results, it can be concluded that the collaborative academic supervision model is effective as an effort to improve the professionalism of elementary school teachers and can be used as an alternative academic supervision strategy in schools.

Keywords: *academic supervision, collaborative supervision, teacher professionalism*

Abstrak

Penelitian ini bertujuan untuk meningkatkan profesionalisme guru sekolah dasar melalui penerapan model supervisi akademik berbasis kolaborasi. Penelitian ini merupakan Penelitian Tindakan Sekolah (PTS) yang dilaksanakan di SDN 01 Delingan dengan subjek penelitian sebanyak 7 orang guru. Penelitian dilaksanakan dalam dua siklus yang masing-masing meliputi tahap perencanaan, pelaksanaan tindakan, observasi, dan refleksi. Teknik pengumpulan data menggunakan observasi, wawancara, dan dokumentasi. Data dianalisis secara deskriptif kualitatif dan kuantitatif. Hasil penelitian menunjukkan bahwa penerapan supervisi akademik berbasis kolaborasi dapat meningkatkan profesionalisme guru secara signifikan. Rata-rata skor profesionalisme guru pada kondisi awal sebesar 62,25 meningkat menjadi 72,25 pada siklus I, dan meningkat kembali menjadi 85,25 pada siklus II. Peningkatan terjadi pada aspek perencanaan pembelajaran, pelaksanaan pembelajaran, penggunaan metode dan media, serta evaluasi pembelajaran. Supervisi akademik berbasis kolaborasi mendorong keterlibatan aktif guru, meningkatkan refleksi pembelajaran, serta menciptakan hubungan kemitraan antara kepala sekolah dan guru. Berdasarkan hasil tersebut, dapat disimpulkan bahwa model supervisi akademik berbasis kolaborasi efektif digunakan sebagai upaya peningkatan profesionalisme guru sekolah dasar dan dapat dijadikan alternatif strategi supervisi akademik di sekolah.

Kata kunci: supervisi akademik, supervisi kolaboratif, profesionalisme guru, penelitian tindakan sekolah.



INTRODUCTION

Basic education plays a strategic role in building the foundation of knowledge, attitudes, and skills of students (Nisa, 2023). The success of basic education is largely determined by the quality of the learning process in the classroom, while the quality of learning is highly dependent on the professionalism of teachers. Teacher professionalism reflects the ability and commitment of teachers to carry out their educational duties optimally, which includes the ability to plan learning, implement active and meaningful learning, conduct appropriate assessments, and carry out continuous reflection and follow-up on learning (Setyaningrum et al., 2025). Sedana, (2019) emphasise that improvements in education quality are greatly influenced by teachers' professional capital, which includes competence, collaboration, and professional decision-making that develops through continuous practice and learning.

However, a phenomenon that is still commonly found in primary schools shows that teacher professionalism has not yet developed optimally (Sihombing & Naibaho, 2025). Various problems that often arise include learning tools that have not been compiled completely and systematically, the use of monotonous learning methods, the underutilisation of learning media, and learning evaluations that have not been used reflectively as a basis for learning improvement (Adawiyah et al., 2019). These conditions have an impact on the learning process, which is less varied and less challenging for students. One strategic effort that can be made to improve teacher professionalism is through academic supervision (Turmuzi, 2023). Academic supervision is a professional development process that focuses on improving the quality of teacher learning through mentoring, providing feedback, and systematic follow-up. Nafiati & Hendaryati (2024) explain that learning supervision aims to help teachers develop through constructive professional guidance, not merely to assess teacher performance. With effective academic supervision, teachers are expected to be able to reflect on their learning practices and improve them continuously (Jamila, 2020).

However, the implementation of academic supervision in schools often does not have an optimal impact. Supervision is still often understood as an administrative and one-way activity, so that teachers are less actively involved in the process of improving learning (Nugroho & Sunarto, 2022). This condition causes the follow-up of supervision results to not run optimally. Suyanto (2021) emphasise that improving the quality of learning will be more effective if teacher development is carried out through a learning leadership approach that encourages active involvement and participation of teachers. Therefore, a more participatory and dialogical supervision model is needed so that supervision truly functions as a means of professional development (Anam et al., 2023).

One relevant approach is collaborative academic supervision. Collaborative academic supervision places supervisors and teachers as partners who work together to identify learning problems, design solutions, implement improvements, and reflect on learning outcomes (Azovide & Bouchamma, 2021). This approach provides space for teachers to play an active role in the supervision process, so that teachers feel valued and motivated to improve the quality of their learning. Zulfiani et al. (2021) state that collaborative academic supervision can improve the quality of learning because it is carried out through reflective discussions, mentoring, and mutually agreed follow-ups.

The collaborative approach in supervision is also in line with the principle of teacher professional development, which emphasises the importance of cooperation and shared learning (Fitriyanti et al., 2022). Simarmata et al. (2023) explain that collaboration between teachers and between teachers and school leaders is an important part of social capital that

has an impact on improving the quality of learning. In addition, collaborative academic supervision can encourage teachers to improve their learning assessment practices. Rizqa et al. (2024) emphasises that continuous formative assessment can help teachers understand students' learning needs and adjust their learning strategies more effectively.

In the context of educational leadership, the implementation of academic supervision is part of the principal's responsibility as a learning leader. Arifin et al. (2023) emphasises that principals have supervisory competencies to mentor teachers and improve the quality of learning professionally. Therefore, academic supervision needs to be carried out in a planned, systematic manner and be oriented towards improving learning practices.

Based on initial observations at SDN 01 Delingan, it was found that some teachers still experienced difficulties in developing teaching materials, implementing varied learning activities, and utilising learning media in accordance with the characteristics of their students. In addition, learning evaluations were not fully utilised as a basis for improving learning, so that follow-up learning was not optimal. This condition indicates that the previous academic supervision has not fully impacted the improvement of teacher professionalism because teacher involvement in the supervision process is still limited and follow-up is not structured.

These issues form an important basis for conducting School Action Research as an effort to improve academic supervision practices and enhance teacher professionalism (Azizah et al., 2024). School action research is considered appropriate because it is oriented towards solving real problems in schools through a cycle of planning, action, observation, and reflection. (Azis & Satibi, 2021) explains that action research is a systematic effort to improve learning practices through concrete actions and continuous reflection. Therefore, this study was conducted to describe the implementation of collaborative academic supervision and to determine the increase in the professionalism of teachers at SDN 01 Delingan as a result of applying this supervision model through a cycle of actions.

METHOD

This study utilised School Action Research (SAR) with a qualitative and quantitative approach aimed at improving teacher professionalism through the implementation of a collaborative academic supervision model. The research was conducted at SDN 01 Delingan with 7 teachers as research subjects. The research was conducted in two cycles, each of which included the stages of planning, implementation of actions, observation, and reflection, where the results of the reflection were used as the basis for improving actions in the next cycle (Sugiyono, 2021). The study was conducted in 2026 during the odd-numbered semester.

The research data consisted of quantitative data in the form of teacher professionalism scores obtained from the results of learning observations and qualitative data in the form of descriptions of the implementation of supervision, interview results, and learning documentation. The sources of research data were the teachers as research subjects, the principal as the supervisor, and learning documents that supported the implementation of collaborative academic supervision.

Data collection techniques were carried out through observation, interviews, and documentation using data collection tools in the form of teacher professionalism observation sheets, interview guidelines, and documentation sheets. The data were analysed descriptively and quantitatively to determine the increase in teacher professionalism scores in each cycle and descriptively and qualitatively to describe the process of implementing collaborative academic supervision and the results of teacher reflection. The success of the

research was marked by an increase in teacher professionalism in each cycle and the achievement of the predetermined success criteria.

RESULTS AND DISCUSSION

The implementation of School Action Research through the application of collaborative academic supervision at SDN 01 Delingan showed an increase in teacher professionalism in Cycle I and a more significant increase in Cycle II. The increase in teacher professionalism was observed through four aspects, namely lesson planning, lesson implementation, use of methods and media, and lesson evaluation.

In Cycle I, collaborative supervision was carried out through pre-observation discussions to agree on the focus of supervision, followed by learning observation, and concluded with joint reflection (post-observation). The observation results showed that teachers began to improve learning tools and implementation in the classroom, but there were still some shortcomings. Some teachers still used learning methods that lacked variety and did not make the most of learning media appropriate to the learning objectives. In addition, learning evaluation was still more oriented towards final assessment and was not fully used as a basis for follow-up improvements in learning. In the Cycle I reflection stage, the researchers and teachers drew up improvement plans, particularly in terms of method variety, media utilisation, and the use of evaluation results for subsequent learning.

In Cycle II, the actions were improved by strengthening collaboration through more intensive mentoring, more focused discussions, and specific feedback tailored to the needs of each teacher. The results of the observation showed that teachers were better prepared in planning their teaching, able to implement more active learning, and use methods and media more appropriately. Teachers also began to utilise learning evaluation results to identify students' weaknesses and determine follow-up actions, such as improving teaching strategies and strengthening materials. Overall, the implementation of collaboration-based academic supervision in Cycle II had a tangible impact on improving teacher professionalism at SDN 01 Delingan.

Table I. Comparison of Teacher Professionalism in Cycle I and Cycle II

Aspects Assessed	Cycle I	Cycle II
Learning planning	72	85
Learning implementation	74	87
Methods and media	70	83
Learning evaluation	73	86
Overall average	72,25	85,25

Based on the table, it can be seen that all aspects of teacher professionalism improved in Cycle II. The most noticeable improvement was in the aspects of lesson planning and learning evaluation, which shows that teachers were not only better prepared to teach, but also began to be able to reflect on and follow up on learning in a more systematic manner.

The results of the study indicate that collaborative academic supervision effectively enhances teacher professionalism because the supervision process is carried out through cooperation, dialogue, and joint reflection. In Cycle I, teachers began to be open to feedback and showed initial changes in learning, but still needed assistance in applying more varied methods and follow-up-oriented evaluation. After reflection and improvement of actions in

Cycle II, teachers became more active in developing learning, more focused in using methods and media, and more capable of utilising evaluation for learning improvement. Thus, the increase in the average teacher professionalism score from 72.25 in Cycle I to 85.25 in Cycle II proves that collaboration-based academic supervision can be an effective coaching strategy in improving the professionalism of primary school teachers.

CONCLUSION

Based on the results of the School Action Research at SDN 01 Delingan, the application of a collaboration-based academic supervision model proved to be effective in improving teacher professionalism. This was demonstrated by an increase in the average teacher professionalism score from 72.25 in Cycle I to 85.25 in Cycle II. Improvements occurred in all aspects assessed, namely lesson planning, lesson implementation, use of methods and media, and lesson evaluation. Thus, collaborative academic supervision can be used as an appropriate coaching strategy to improve teacher professionalism and the quality of learning in primary schools.

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