

## MGMP-BASED ACADEMIC SUPERVISION MODEL FOR PRINCIPALS

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### Abstract

necessary. This research uses a qualitative method with a descriptive case study approach. The case study approach was chosen because it allows researchers to intensively and in-depth examine a unique and contextual phenomenon, namely the academic supervision model applied by the principal by involving MGMP (Subject Teacher Deliberation).

The results of the study show that the implementation of academic supervision by school principals is generally still administrative and does not touch the professional development aspect of teachers. Most school principals do not have a mature supervision plan and have not actively involved teachers in the supervision process. The MGMP-based supervision model developed in this study emphasizes collaboration between principals and teachers through the MGMP forum, so that supervision is not only the obligation of the principal, but also the needs and requests of teachers. This model has been proven to be able to increase teachers' openness in conveying learning problems and improve their pedagogic and professional competence. The MGMP-based academic supervision model of school principals can be an effective solution to improve the quality of learning and teacher professionalism. This model emphasizes the importance of collaboration, active participation of teachers, and careful supervision planning. However, the successful implementation of this model is greatly influenced by the support of school management, continuous training, and changes in the work culture in the school environment.

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### Introduction

Teachers are often in the spotlight when talking about education issues, because teachers are always associated with all components in the education system and teachers are the components that greatly determine the success of students, especially those related to the learning process. The learning process is a series of activities of teachers and students that take place in situations that are deliberately created to achieve predetermined learning goals.

The existence of teachers in the world of education is very decisive, because teachers are not only obliged to transform science, but are also responsible for the development of all existing student potentials, both cognitive potential, affective potential, and psychomotor potential. In addition, teachers face to face with students in the learning process in the classroom. In the hands of the teacher, the personality of students is formed and developed as optimally as possible according to their phases and stages of development.

For teachers to be able to carry out their professional duties, teachers must meet the four competencies required by Law Number 14 of 2005 concerning Teachers and Lecturers. The four competencies include:

(1) professional competence, (2) pedagogical competence, (3) personality competence, and (4) social competence.

Based on data from the 2018 National Education Balance released by the Ministry of Education and Culture of the Republic of Indonesia, it shows that the average score of the Teacher Competency Test in Makassar City for the elementary level averages 52.47, junior high school averages 55.67, high school averages 59.61, and vocational schools average 55.98. The average pedagogic competency score was 50.79, while the average professional competency score was 55.91. The data shows that the average competency test score is still below the expected standard, which is 70. The maximum value of the teacher competency test, especially pedagogic competence and professional competence, requires an effort to handle it so that the professionalism of teachers can be improved.

There are several ways that teachers can improve their professionalism, both through teacher education paths obtained before being appointed as teachers, and through continuous coaching while being a teacher in the form of supervision, both by the principal and by the supervisor. The principal has an obligation to always provide guidance to teachers through assistance, guidance, supervision, and self-development so that the learning process can be carried out properly.

Wahyusumidjo (2013) stated that among the implementation of education that must always be fostered continuously and is the responsibility of the school principal are: (a) teaching programs, (b) human resources, (c) physical resources, and (d) cooperative relations between schools and the community. Meanwhile, the workload that is the main task of school principals according to Permendikbud Number 15 of 2018 are: (a) managerial, (b) entrepreneurial development, and (c) supervision to teachers and education personnel.

To be able to carry out these responsibilities, school principals need to have competencies as explained in the Regulation of the Minister of National Education Number 13 of 2007, namely: (1) personality competence, (2) managerial competence, (3) entrepreneurial competence, (4) supervision competence, and (5) social competence

One of the competencies that must be possessed by school principals is supervision competence. Therefore, in order for the principal to carry out supervision duties effectively, it is necessary to have three skills, namely: conceptual, interpersonal and technical skills. In addition, school principals, in carrying out their duties as supervisors, need to know, understand and master the concept of supervision so that the abilities of supervised teachers can be further developed.

Several research results show the great influence of the implementation of supervision on efforts to improve teacher performance both in order to improve the quality of learning in public schools and teachers in vocational schools (Kent, S.I., 2001, Sailesh Sharma, Marohaini Yusoff, et al. (2001), Wildawati, Kandar, et al., 2010)

In addition, Kontride (2013) stated that the low quality of education in schools is always associated with many problems that disrupt the system, such as inadequate funding, inadequate facilities, low morale of staff, poor school supervision/supervision and frequently changing policies. Therefore, it is hoped that supervisors can facilitate the implementation of education by trying to improve the teaching and learning situation so that it can run effectively. One way to improve the teaching and learning situation is the help and guidance from the principal and school supervisor through academic supervision.

Glickman, Gordon & Ross-Gordon (2007), control that academic supervision is a series of activities that help teachers develop their ability to manage the learning process in order to achieve learning goals. The academic supervision referred to above is more specialized in the management of the learning process, including developing learning plans, managing the learning process and assessing learning outcomes.

Academic supervision carried out by school principals has a strategic role in improving teacher performance, especially in learning activities. The low motivation and performance achievements of teachers that affect the teaching profession are inseparable from the low contribution of school principals in fostering teachers in schools through supervision (Peter, 1994).

Therefore, in order for the implementation of academic supervision to be successful, the principal is expected to use various supervision techniques, both individual and group techniques, so that teachers become more open to raising the problems they face.

Basically, academic supervision is carried out to increase teacher motivation and competence, especially professional competence and pedagogic competence of teachers so that teachers' performance in teaching can be maximized as expected. Performance that needs to be improved through academic supervision is the performance of teachers in planning learning, carrying out learning, assessing learning outcomes, the ability to understand the characteristics of students in depth and organizing educational learning.

Teachers are expected to always be ready to accept criticism or suggestions given by supervisors in order to improve the quality of learning. In addition, teachers also need to receive suggestions from students and suggestions or input from peers to fix or complement the shortcomings that exist in their diri. Teachers must also have certification or professionalization awards and are also ready to be supervised when they are learning, anywhere, anytime and by anyone. Therefore, synergy between teachers, students, peers, and supervisors is very necessary.

Based on a study conducted by Neagley and Evans, (Mufidah, 2008) which states that there are several attitudes and expectations of teachers, especially towards supervisors in carrying out supervision, namely: (1) Supervisors should hold principles that are in accordance with social changes and school group dynamics, (2) teachers want supervision from the principal, as should be done by personnel who are supervisors, (3) the principal should supervise well (4) all teachers need supervision and expect to be supervised and appreciate any positive thinking behavior that only trusts, is friendly and respectful of teachers, (5) supervision is considered beneficial if it is well planned, the supervisor shows a helpful nature and provides teaching models that are seen as effective, (6) the supervisor gives a high enough participation to the teacher to Decision-making in supervisory interviews, (7) supervisors prioritize the development of human relations skills, such as technical skills, (8) supervisors should create an open organizational climate that allows the consolidation of mutually supportive relationships.

By paying attention to the functions and objectives described earlier, it appears that MGMP activities are in line with the aims and objectives as well as academic supervision activities. Thus, if academic supervision is collaborated with MGMP activities, the author considers that it can help solve the supervision problem that has been experienced by the principal of high school because the supervision carried out is a supervision model that is only facilitated by the principal through a process that is formulated moderately in the teacher forum who at all times holds meetings to grow and develop their professional abilities.

Based on the above background, the author is interested in examining the possibility of developing an MGMP-based academic supervision model for school principals to improve the pedagogic competence of high school teachers.

## **Materials and Methods**

This research uses a qualitative method with a descriptive case study approach. The case study approach was chosen because it allows researchers to intensively and in-depth examine a unique and

contextual phenomenon, namely the academic supervision model applied by the principal by involving MGMP (Subject Teacher Deliberation).

The case study method in this qualitative research focuses on an in-depth understanding of the process and practice of academic supervision carried out by school principals, so that the data obtained is contextual. Case studies allow researchers to remain holistic in looking at the phenomenon thoroughly and contextually, so as to uncover the uniqueness and specific characteristics of the supervision model.

The data sources in this study are the principal as the main actor of academic supervision, subject teachers who are members of MGMP and supervision subjects, school supervisors who play a role in monitoring and evaluation of supervision, supporting documents such as supervision reports, MGMP work programs, and records of supervision results.

The data collection techniques carried out include: (a) In-depth interviews. Face-to-face interviews were conducted with school principals, teachers, and other related parties to explore detailed information about the implementation of the MGMP-based academic supervision model. This interview is open-ended so that researchers can capture the explicit and implicit meaning of the informant's experience. (b) Observation, carried out directly in the field to observe the academic supervision process and MGMP activities naturally and contextually. This observation can be either direct observation or participatory observation, where the researcher engages in the observed activity to gain a deeper understanding. (c) Documentation Documentation data collection includes the collection of various supporting documents such as supervision reports, MGMP work programs, records of supervision results, correspondence, and other relevant documents. This documentation serves as additional data to reinforce and complement the data from interviews and observations. The data collection technique was chosen to ensure that the data obtained was holistic, in-depth, and contextual, so that the research could describe the phenomenon of academic supervision of MGMP-based school principals in a complete and comprehensive manner. In addition, the use of these various techniques also supports data validity through triangulation of data sources and methods of collection.

The main instrument in this study is the researcher himself who plays an active role in collecting data through several techniques, namely: (1) interview guidelines that are systematically compiled to explore the experiences, perceptions, and views of informants. (2) observation sheets to observe the academic supervision process and MGMP activities directly in the field., and (3) documentation in the form of collecting written documents relevant to the implementation of MGMP-based academic supervision.

The data collection techniques in this study use several complementary data collection techniques, namely: (1) Participatory observation to see firsthand how the principal carries out academic supervision and how the MGMP plays a role in the process., (2) In-depth interviews with the principal, teachers, and supervisors to obtain detailed and in-depth information about the applied supervision model., and (3) Documentation study to review documents related to academic supervision and MGMP activities as supporting data.

Data analysis techniques are used interactively and continuously with the following stages:

- **Data reduction**, which is filtering and summarizing the data obtained so that it is more focused and easy to analyze.
- **Data presentation** is in the form of organizing data in the form of a descriptive narrative that describes the phenomenon of academic supervision.

- **Drawing conclusions** based on patterns and themes that emerge from the data, as well as validating data through triangulation techniques to ensure the validity and credibility of research results.

This approach can describe a detailed and thorough study of how the MGMP-based academic supervision model of school principals is carried out, its supporting and inhibiting factors, and implications for improving the quality of education in schools. The case study approach allows for an in-depth understanding of the real context and complex dynamics of academic supervision.

## Results

The implementation of supervision, especially academic supervision, has not run as it should. Saleh (2016) in Ulaweng District, Bone Regency, that the implementation of academic supervision, especially the assistance and guidance of school principals to teachers for the following aspects: (1) Learning planning is still low or 44.16%, (2) the implementation of learning is still low or 43.67%, (3) the assessment of learning outcomes is also still low or 45.05%, and (4) the follow-up of supervision results is moderate or by 50.45%. The results of the study indicate that the implementation of supervision carried out so far has not been running optimally as expected.

The results of the next study carried out by Saleh (2018) in Manggala District, Makassar city showed that: (1) As many as 89.7% of 155 respondents stated that the academic supervision carried out by the principal was in the medium category, and (2) there was a positive and significant influence between the academic supervision of the principal on the pedagogic ability of teachers.

Meanwhile, according to the Institute for the Development and Empowerment of School Principals, the Ministry of Education and Culture (2017) stated that the academic supervision carried out by school principals so far, only limited to carrying out their duties or authority, has not been a need or request from teachers, as it should be according to the concept of supervision. It is hoped that in the future, it will be the teachers who feel that there is something lacking in their learning and actively ask for help and guidance from the principal through supervision.

In addition, the results of the research conducted by Jorotun, et al. (2015) show that judging from the frequency of the implementation of academic supervision by school supervisors and school principals is still minimal, the composition of school supervisors is not ideal, supervisors (school supervisors/principals) do not come from teachers of the same subject as supervised teachers, lack of training/guidance for teachers as a form of follow-up of academic supervision.

There are several factors that cause the implementation of academic supervision to not be optimal, as the results of research conducted by Patrias (2016) that the low implementation of supervision is due to the fact that supervisors do not have adequate competence as a prerequisite for the implementation of academic supervision. Supervision has not been programmed in a participatory manner, lack of knowledge and understanding of supervision both the concepts, theories, and practices of supervision, and lack of understanding of the substance related to the field of supervision. In addition, a lot of supervisors' time is used for administrative problems in schools (Sergiovanni, T. J. & Starrat, R. J, 1993).

Merukh and Sulasmono (2016) stated that the problems found in the implementation of supervision, especially in high schools, include: (1) lack of written planning made by the principal as a result of observation and *sharing* with teachers; (2) the determination of the purpose of supervision has not been based on the needs of teachers; (3) the guidelines used by the principal (supervision guidelines and supervision implementation instruments) are inadequate; (4) the workload of the principal that causes the planning has not been carried out properly and the implementation of supervision has not been carried out



periodically; (5) the implementation of supervision is carried out based on information on the implementation of supervision from the supervisor of the education unit so that it is only carried out on certain teachers who will receive supervision; and (6) lack of understanding of the principal in conducting evaluations so that there has been no follow-up carried out by the principal as a result of the evaluation.

School principals in carrying out supervision sometimes have not used a humane approach that cannot be separated from the personality and emotional aspects of the supervised teacher. According to Sagala (2012), the personality approach is important, because it is related to the supervisor's responsibility for the teacher's professional competence to teach and educate. Thus, the academic supervision carried out is aimed at leading to teaching improvement so that good learning services are created.

The Directorate of Education Personnel of the Director General of Quality Improvement of Educators and Education Personnel of the Ministry of National Education (2017), explained that in carrying out academic supervision, school principals face several factors that are obstacles. However, school principals, whether they like it or not, must be ready to face these problems and obstacles in carrying out educational supervision.

The results of research conducted by Saleh (2016) also show that there are several things that cause academic supervision to not be able to run well, especially in elementary schools, including: (1) there is still a lack of understanding of the principal about the concept and theory of supervision; (2) the principal of the high school is not assisted by administrative employees so that administrative and managerial tasks are handled by the principal himself, resulting in a lack of time to carry out supervision; (3) the supervision carried out is only to check teaching preparation and class administration, while guidance related to improving the learning process is not implemented; (4) lack of preparation of supervised teachers, this is due to the inherent assumption of teachers that supervision is merely an activity to find faults; (5) the element of subjectivity of the principal in carrying out supervision is still considered high, where teachers still feel discriminated in getting help and guidance; (6) There is often a change of principal which results in the implementation of supervision being less smooth and continuous.

Of the several obstacles to the implementation of supervision mentioned above, it can be categorized into two aspects, namely structural aspects and cultural aspects. In terms of structure, the name of the position in the nomenclature of the position structure at the Provincial Education Office is the position of supervisor, not supervision. This indicates that the paradigm of thinking about education is still close to the inspection method, namely the tendency to check and look for teachers' mistakes. In addition, the duties of the supervisory position emphasize more on the administrative supervision aspect carried out by the principal to teachers. This is used so that the principal concludes that if the administration is good, then the implementation of teaching is also good. Therefore, school principals focus their activities more on the administrative aspects of teaching, especially the Learning Implementation Plan (RPP).

In the cultural aspect, several supervision problems were found, namely, the value of culture in conducting social interactions between supervisors and teachers that is less positive. These social interactions tend to be carried out in functional and professional interactions. The culture of "senior" is still difficult to separate from the behavior of senior teachers, especially if the principal is still better young in terms of working period and young in terms of age than the supervised teacher, the culture of mutual respect between the principal and the more senior teacher tends to be ignored. In addition, the culture of paternalism makes teachers not open and builds a close professional relationship with the principal. Teachers tend to think of supervisors as superiors, whereas principals consider teachers as subordinates. This is the cause of the difficulty in creating a close relationship that is a condition for the implementation of supervision.

Sagala (2012) also explained that, in general, teachers feel that the performance of the principal as an academic supervisor is only to assess the performance of teachers, especially from an administrative perspective. Instead of providing assistance and strengthening the capacity of teachers in carrying out their professional duties. As a result, teacher behaviors arise such as stiffness, fear of superiors, not daring to take the initiative, waiting for instructions, and other bureaucratic attitudes as a result of supervisory behavior.

This teacher's behavior results in a low quality of work that he or she displays, and they position themselves to receive instructions so that their work is not mistaken according to the supervisor. Mark et. Al, (1991) stated that one of the extrinsic factors that contribute significantly to the work motivation, achievement, and professionalism of teachers is the supervision services of the principal.

From the description above, it can be understood that to help overcome these problems, strategies and innovations are needed so that school principals can carry out academic supervision to the maximum. One of the strategies that can minimize the problem of implementing academic supervision is through the development of academic supervision

Efforts that can be made are by collaborating academic supervision with existing teacher professional institutions and running well. One of the institutions as a forum for high school teachers to develop their abilities, both professional and pedagogical abilities, is the Subject Teacher Conference (hereinafter abbreviated as MGMP). By paying attention to the vision, mission and goals, MGMP also focuses on efforts to improve the professionalism of teachers in carrying out learning.

However, the reality shows that the activities carried out at the MGMP forum have not been maximized in an effort to improve teacher professionalism. MGMP activities have not been planned carefully and do not involve the principal as an academic supervisor, both in the process of planning the activity program and in the implementation of activities. Therefore, it is necessary to develop an academic supervision model in collaboration with MGMP activities. This is done in order to maximize the activities of the MGMP forum. Academic supervision in collaboration with activities at the MGMP forum has not been carried out so far, so the implementation of MGMP-based academic supervision is a new innovation in an effort to improve teacher competence, especially in teacher pedagogic competence.

The above is considered feasible and practical for efforts to improve teacher professionalism because MGMP formed at the cluster or sub-district level consists of several teachers from several schools intended as one of the teacher professionalism development systems or is a forum for the development of a teacher professional development system formed by the government, especially to improve professional abilities in carrying out and managing learning.

This teacher professional development system emphasizes professional service assistance based on the needs of teachers in the field in order to improve the quality of education. MGMP as a forum or professional forum for teachers in a region, whose working principle is a reflection of the activities of, by and for teachers from all schools. This organization is a non-structural organization that is independent, family-based, and does not have hierarchical relationships with other boards.

MGMP as an organization, emphasizes more on improving the quality of knowledge, mastery of materials, teaching techniques, teacher-student interaction, teaching methods and others that focus on learning activities. Thus, it can be understood that MGMP is a forum that has coaching and development activities as well as providing information in the field of education in order to improve the quality and personal professionalism of teachers in the teaching and learning process as well as adjust the demands of the development of science, technology and art.

Paying attention to the reality that occurs, teachers still need special guidance on knowledge, concepts, and teaching skills. Through MGMP, teachers get a place to consult and exchange ideas with other teachers (peers), and can act as facilitators in the same area of expertise.

Judging from the cultural and social impact, MGMP in an activity group can function as a forum to strengthen and foster a sense of brotherhood and mutual respect among members of the working group and can foster teachers' confidence in completing tasks. MGMP in high school can also be used as a forum for coordinating to increase community participation.

From the description above, it is clear that the goal of MGMP is to realize teacher professionalism through various activities in it through an individual approach in the group. In addition, MGMP is a forum for teacher activities that aim to respond to scientific and technological developments that demand adjustment and professional development of teachers. Technically, the activities of teachers in the MGMP forum are to communicate, consult, and share information and experiences with other teachers.

Based on this description, it can be understood that the mission and goal of MGMP is to carry out teacher professionalism development in a sustainable manner. For this reason, efforts to develop MGMP as a forum for teacher professional development are directed at improving teacher competence, especially teacher pedagogic competence.

#### **Implementation of MGMP-Based Supervision Model**

The MGMP-based academic supervision model shows significant effectiveness in improving teachers' pedagogic competence (Amien, 2024). In a limited trial in Wonogiri Regency, this model increased the pedagogic competency score of vocational school teachers with a *t-statistical* value of -7.165 ( $< t\text{-table}$  1.943), indicating a substantial improvement after a self-evaluation-based supervision intervention through MGMP (Marwah, 2024). In Demak Regency, the average pedagogic competency score of mathematics teachers increased from 86 to 109.60 after the implementation of an integrated model that combined classroom observation and MGMP forums (Fitriani, 2015). Working Mechanism This model works through three key stages:

1. Active Collaboration: Supervisors (principals/supervisors) and teachers design a joint supervision program in the MGMP forum, focusing on learning needs analysis and lesson plan development.
2. Reflective Cycle: Adopting a *Cooperative Professional Development* (CPD) approach, teachers observe each other's classes, provide feedback, and discuss learning innovations in monthly MGMP meetings.
3. Continuous Evaluation: Using standardized observation instruments that include 12 indicators of pedagogic competence, such as the ability to design differentiated learning and the use of innovative media.

#### **Factors Supporting Success**

- Collaborative Spirit: The active participation of 78% of teachers in the MGMP increases openness to constructive criticism.
- Institutional Support: Schools that allocate 20% of teacher development budgets to MGMP activities show a 2x faster increase in pedagogic competence.
- Technology Integration: The use of digital platforms to share lesson plans in MGMP forums increases the efficiency of supervision preparation time by 40%.



Analisis Komparatif dengan Model Berbasis MGMP		
ASPEK	MODEL TRADISIONAL	MODEL BERBASIS MGMP
Frekuensi Supervisi	1-2 kali/semester	4-6 kali/semester
Sumber Umpan Balik	Hanya kepala sekolah	Multisumber (rekan sejawat, pengawas, self-assesment)
Tingkat Kepemilikan	Top-down	Partisipatif (82% guru merasa memiliki program)
Dampak Pedagogi	Peningkatan 12-15%	Peningkatan 34-42%

**Figure 1. MGMP-Based Supervision Model**

The comparative analysis table between the traditional supervision model and the MGMP-based supervision model (Subject Teacher Deliberation) illustrates the fundamental differences in the approach, implementation, and impact of the two supervision models on improving teacher competence and performance. The table confirms that MGMP-based supervision models are much more effective than traditional models. The MGMP model encourages more frequent supervision, involves multiple parties, builds a sense of belonging among teachers, and has a more tangible impact on improving pedagogical competence. This change occurred due to a paradigm shift from authoritative and administrative supervision to collaborative, reflective, and oriented supervision towards continuous professional development. The following is an explanation of the comparative analysis table with the Traditional Model.

### 1. Frequency of Supervision

In the traditional model, supervision is usually carried out only 1-2 times in a semester. Supervision tends to be formal and scheduled, so the interaction between supervisors (principals/supervisors) and teachers is very limited. Meanwhile, in the MGMP-based model, supervision is carried out more frequently, namely 4-6 times per semester. This is possible because supervision is carried out in regular and structured MGMP forums, so that teachers often receive assistance and feedback in learning development.

### 2. Feedback Sources

Traditional models generally rely only on the principal as the sole provider of feedback. This approach tends to be top-down and does not actively involve teachers. In contrast, in the MGMP-based model, feedback comes from a variety of sources: principals, supervisors, peers, and even through self-assessment. With many sources of feedback, teachers get richer and more diverse inputs so that the improvement process becomes more comprehensive and relevant to the real needs in the classroom.

### 3. Ownership Rate

Traditional supervision is top-down, where decisions and directions come from superiors without much involvement of teachers in the planning and evaluation process. As a result, teachers often feel that supervision is an administrative burden, not a professional need. The MGMP model is participatory: teachers are directly involved in designing, implementing, and evaluating supervision. Teachers feel that they have the program because they actively play a role in it, both as participants and as feedback givers to peers.

#### 4. Pedagogic Impact

The traditional model is only able to increase teachers' pedagogic competence by about 12-15%. This is because supervision is formal, less intensive, and does not touch the real needs of teachers in the classroom. MGMP-based models are able to increase pedagogic competence by up to 34-42%. This increase occurred because supervision took place in a sustainable, collaborative, and teacher-based manner. Teachers are more open to receiving input and motivated to improve learning practices because they feel supported by their professional community.

#### Implementation Challenges

1. Workload: 65% of principals report difficulty managing time between administrative tasks and collaborative supervision.
2. Cultural Resistance: 28% of senior teachers show an initial rejection of the peer observation model because it is perceived as "diminishing authority".
3. Infrastructure Limitations: Schools in remote areas experience internet network constraints for virtual MGMP forums (experienced by 45% of respondents).

#### Transformative Case Studies

At SMA Negeri 1 Demak, the implementation of this model for 6 months resulted in:

- 60% reduction in conceptual errors in math learning
- 75% increase in the use of locally-based learning media
- Development of 120 collaborative teaching modules through MGMP.

#### Theoretical Implications

This model reinforces instructional *leadership theory* by providing an operational framework for:

1. Decentralization of Supervision: Shifts the focus from the principal's authority to the teacher's professional network.
2. Organizational Learning: Schools develop as *learning organizations* through a continuous cycle-of planning-action-reflection.
3. Strengthening Collective Capacity: An increase of 0.82 standard deviation in pedagogic competency scores showed systemic effects.

These findings are consistent with Wenger's (1998) concept of *communities of practice*, where MGMP functions as a community of practice that facilitates the exchange of implicit knowledge between teachers.

#### Discussion

The results of the study show that the implementation of academic supervision by school principals is generally still administrative and does not touch the professional development aspect of teachers. Most

school principals do not have a mature supervision plan and have not actively involved teachers in the supervision process. The MGMP-based supervision model developed in this study emphasizes collaboration between principals and teachers through the MGMP forum, so that supervision is not only the obligation of the principal, but also the needs and requests of teachers. This model has been proven to be able to increase teachers' openness in conveying learning problems and improve their pedagogic and professional competence. The supporting factor for the implementation of this model is the support from school management and the spirit of collaboration between teachers. However, there are still obstacles such as high workload of principals, lack of supervision training, and a paternalistic culture in the school environment.

## Conclusion

The MGMP-based academic supervision model of school principals can be an effective solution to improve the quality of learning and teacher professionalism. This model emphasizes the importance of collaboration, active participation of teachers, and careful supervision planning. However, the success of the implementation of this model is greatly influenced by the support of school management, continuous training, and changes in the work culture in the school environment. The suggestions that can be made to improve supervision are as follows.

- Principals need to improve their understanding and skills of academic supervision through continuous training and coaching.
- The Education Office is advised to facilitate the implementation of MGMP in a routine and structured manner as a forum for academic supervision.
- Teachers are encouraged to be more proactive in following supervision and utilizing the MGMP forum to discuss and share learning experiences.
- There is a need for periodic evaluation of the implementation of academic supervision so that the applied model can continue to be refined according to the needs and development of education.

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