

REVIEWER'S REPORT

Manuscript No.: IJAR-51822

Date: 26-05-2025

Title: MGMP-BASED ACADEMIC SUPERVISION MODEL FOR PRINCIPALS

Recommendation:

Accept as it is.....**YES**.....
 Accept after minor revision.....
 Accept after major revision
 Do not accept (*Reasons below*)

Rating	Excel.	Good	Fair	Poor
Originality			√	
Techn. Quality			√	
Clarity			√	
Significance		√		

Reviewer's Name: Shafiya Akhter

Reviewer's Decision about Paper: **Recommended for Publication.**

Comments (*Use additional pages, if required*)

Reviewer's Comment / Report

Title:

The title is clear and focused. It accurately reflects the content of the study, which centers on an academic supervision model involving MGMP (Subject Teacher Deliberation) and its application by school principals.

Abstract:

The abstract effectively summarizes the core elements of the study, including the rationale, methodology, key findings, and the implications of the research. It succinctly communicates the central problem — the lack of meaningful, professional academic supervision — and introduces the MGMP-based model as a collaborative alternative. The description of the study's methodology and outcomes is coherent and informative.

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Keywords:

While placeholders are currently used, the overall placement of the keywords section aligns with academic formatting conventions.

Introduction:

The introduction provides a strong conceptual foundation for the study. It contextualizes the importance of teachers in the educational process and emphasizes their role in student development. The narrative links the teacher's professional development to systemic academic supervision and explains the significance of having an effective supervision model. Legal and pedagogical frameworks, such as the competencies mandated by Law Number 14 of 2005, are well integrated to support the study's relevance.

Methodology:

The research employs a qualitative method with a descriptive case study approach. The rationale for using this approach is clearly stated: it allows for an intensive and in-depth examination of the contextual phenomenon related to academic supervision practices in schools. The focus on the MGMP involvement provides a unique angle for examining school-based professional development.

Findings and Analysis:

The study presents a significant finding — that current academic supervision practices are largely administrative and lack depth in addressing teachers' professional growth. The MGMP-based model described is framed as a participatory, teacher-driven process that enhances collaboration, transparency, and competency development. The study identifies improved teacher engagement, willingness to share learning challenges, and a rise in pedagogic and professional competence as major outcomes.

Conclusion:

The conclusion reinforces the utility and effectiveness of the MGMP-based supervision model. It highlights the prerequisites for successful implementation, including management support, training, and cultural shifts within the school environment. The conclusion aligns well with the research objectives and findings, providing a coherent end to the narrative.

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Overall Assessment:

The manuscript presents a relevant and timely study on academic supervision in educational institutions. It addresses an important gap by exploring a collaborative supervision model grounded in contextual practices. The manuscript maintains academic rigor and clarity throughout its sections. The research is well-conceived, systematically executed, and offers meaningful contributions to the discourse on teacher professional development and school leadership.