

Implementing JURASIC-Based Academic Supervision at SDN 1 Cilumber, West Bandung Regency

Kartini Nurhidayah¹⁾, Diding Nurdin²⁾, Nugraha Suharto³⁾, Taufani C Kurniatun⁴⁾ Nurdin⁵⁾

¹⁻⁵⁾Universitas Pendidikan Indonesia, Indonesia

e-mail Correspondent: kartininurhidayah@upi.edu

Received: 10-05-2026

Revised: 19-06-2026

Accepted: 26-06-2026

Info Artikel

Abstract

Keywords:

Academic Supervision,
Jurassic-Based Supervision,
Teacher Professionalism.

Academic supervision is an important strategy for improving instructional quality and teacher professionalism in elementary schools. However, supervision practices often remain administrative and provide limited opportunities for reflective learning and professional growth. This study aimed to analyse the implementation of JURASIC-based academic supervision through reflective journaling and dialogic coaching at SDN 1 Cilumber, West Bandung Regency. A qualitative approach with an intrinsic case study design was employed. Participants included the principal and teachers involved in the JURASIC supervision program. Data were collected through in-depth interviews, classroom observations, reflective journals, and supervision documents, and were analysed using data reduction, data display, and conclusion drawing techniques, supported by source and method triangulation. The findings revealed that JURASIC-based supervision enhanced teachers' reflective awareness, pedagogical competence, instructional planning, and classroom practices. Reflective journaling encouraged teachers to critically evaluate their teaching experiences and identify improvement strategies, while dialogic coaching facilitated constructive feedback, reflective dialogue, and collaborative problem-solving. In addition, the program contributed to the development of a collaborative professional learning culture within the school. Several challenges were identified, including limited supervision time, differences in teachers' reflective writing abilities, and the need for consistent follow-up activities. The study concludes that integrating reflective journaling and coaching into academic supervision provides a contextual, reflective, and collaborative approach to strengthening teacher professionalism. Therefore, schools are encouraged to institutionalise reflective and coaching-based supervision as part of sustainable professional development programs.

Kata Kunci:

Supervisi Akademik,
Supervisi Berbasis Jurasik
Profesionalisme Guru.

Supervisi akademik merupakan strategi penting untuk meningkatkan kualitas pembelajaran dan profesionalisme guru di sekolah dasar. Namun, praktik supervisi yang berlangsung sering kali masih bersifat administratif dan belum memberikan ruang yang memadai bagi pembelajaran reflektif serta pengembangan profesional guru. Penelitian ini bertujuan untuk menganalisis implementasi supervisi akademik berbasis JURASIC melalui jurnal reflektif dan coaching dialogis di SDN 1 Cilumber, Kabupaten Bandung Barat. Penelitian menggunakan pendekatan kualitatif dengan desain studi kasus intrinsik. Partisipan penelitian terdiri atas kepala sekolah dan guru yang terlibat dalam program supervisi JURASIC. Data dikumpulkan melalui wawancara mendalam, observasi pembelajaran, jurnal reflektif, dan dokumen supervisi, kemudian dianalisis melalui reduksi data, penyajian data, dan penarikan kesimpulan yang diperkuat dengan triangulasi sumber dan metode. Hasil penelitian menunjukkan bahwa supervisi berbasis JURASIC mampu meningkatkan kesadaran reflektif guru, kompetensi pedagogik, kualitas perencanaan pembelajaran, dan praktik pembelajaran di kelas. Jurnal reflektif membantu guru mengevaluasi pengalaman mengajar secara kritis dan merumuskan strategi perbaikan, sedangkan coaching dialogis mendorong pemberian umpan balik yang konstruktif, dialog reflektif, dan pemecahan masalah secara kolaboratif. Program ini juga berkontribusi terhadap terbentuknya budaya belajar profesional yang kolaboratif di sekolah. Beberapa tantangan yang ditemukan meliputi keterbatasan waktu supervisi, perbedaan kemampuan guru dalam menulis refleksi, serta perlunya tindak lanjut yang konsisten. Penelitian ini menyimpulkan

bahwa integrasi jurnal reflektif dan coaching dalam supervisi akademik merupakan pendekatan yang kontekstual, reflektif, dan kolaboratif untuk memperkuat profesionalisme guru. Oleh karena itu, sekolah perlu mengembangkan supervisi berbasis refleksi dan coaching sebagai bagian dari program pengembangan profesional berkelanjutan.

INTRODUCTION

Improving educational quality remains a strategic agenda in developing adaptive, competitive, and high-quality human resources in the twenty-first century. Various international reports indicate that teacher quality is one of the most influential factors affecting students' learning outcomes and overall educational quality. Consequently, teacher professional development has become a central priority in educational reform across countries. The Organisation for Economic Co-operation and Development (OECD) emphasises that schools capable of continuously improving learning quality generally possess strong professional learning cultures supported by effective leadership and sustainable professional development systems. (OECD, 2018a). Likewise, effective professional development should involve active learning, collaboration, coaching, feedback, reflection, and sustained support to improve teachers' instructional practices continuously. (Darling-hammond et al., 2017).

Academic supervision is widely recognised as an important mechanism for supporting teacher professional development and instructional improvement. Contemporary perspectives emphasise that supervision should function as a professional learning process that promotes collaboration, reflection, feedback, and continuous instructional improvement rather than merely evaluating teacher performance. Through effective supervision, schools can strengthen professional learning cultures and support sustainable school improvement. (Bush & Ng, 2019). However, evidence indicates that academic supervision in many schools remains focused on administrative compliance, documentation checks, and formal performance evaluation, limiting its contribution to meaningful instructional improvement. (Barokah et al., 2025). This condition highlights the need to transform supervision into a more reflective, collaborative, and teacher-centred process.

One approach that has gained increasing attention in teacher professional development is instructional coaching. Coaching emphasises partnership, reflective dialogue, and teacher empowerment in addressing instructional challenges. Unlike traditional supervision, coaching positions teachers as active participants in professional learning through inquiry, reflection, and decision-making processes. Research has shown that coaching positively influences instructional quality and student achievement because it provides individualised, contextualised, and sustained professional support. (Kraft et al., 2018b). Furthermore, coaching has been associated with increased teacher efficacy, improved classroom management, stronger student engagement, and more effective instructional practices. (Walsh et al., 2020). These findings suggest that coaching has considerable potential to strengthen academic supervision practices and support sustainable teacher learning.

Alongside coaching, reflective practice has become an essential component of teacher professional development. Reflection enables teachers to examine instructional experiences, identify learning challenges, evaluate pedagogical decisions, and formulate improvement strategies based on authentic classroom situations. Reflective practice strengthens professional awareness and encourages continuous improvement in teaching and learning processes. Moreover, professional learning becomes more meaningful when reflection is combined with collaborative

discourse that allows teachers to analyse and reconstruct their instructional practices through professional dialogue and shared learning experiences (Minguela & Onrubia, 2022). Therefore, integrating reflection and coaching may create a more meaningful, evidence-based, and sustainable professional learning process.

Within the Indonesian context, several studies have reported the positive impact of coaching-based academic supervision on teacher competence and instructional quality. Coaching has been found to improve teachers' pedagogical competence through reflective dialogue and professional conversations. (Lolowang et al., 2024). Similarly, coaching-based supervision contributes to improving instructional quality and supporting the implementation of the Merdeka Curriculum. (Yulindar et al., 2025). Nevertheless, previous studies have generally examined coaching as a standalone supervision strategy, while teacher reflection has often been treated as an individual activity that is not systematically integrated into coaching processes. (Minguela & Onrubia, 2022; Walsh et al., 2020). Limited attention has been given to the role of reflective journals as evidence sources for coaching conversations, supervision feedback, and follow-up professional learning activities. Consequently, the integration of written reflection and dialogic coaching as a continuous professional learning cycle remains underexplored, particularly in elementary school academic supervision. (Barokah et al., 2025).

Based on this research gap, this study examines the implementation of JURASIC-based academic supervision at SDN 1 Cilumber, West Bandung Regency. The novelty of the study lies in integrating reflective journals and dialogic coaching within a continuous academic supervision cycle. In the JURASIC approach, reflective journals function not only as instruments for individual reflection but also as authentic sources of evidence that guide coaching conversations, supervision decisions, and professional learning activities. Coaching outcomes subsequently enrich teachers' reflective processes, creating a sustainable cycle of professional learning. Therefore, this study aims to analyse the planning, implementation, evaluation, and contribution of JURASIC-based academic supervision to teacher professional development. The findings are expected to contribute both theoretically to the academic supervision literature and practically to the development of more reflective, evidence-based, and sustainable supervision practices in elementary schools.

METHOD

This study employed a qualitative approach using an intrinsic case study design to explore the implementation of JURASIC-based academic supervision as an integrated supervision model in elementary schools. A qualitative case study was considered appropriate because it enabled an in-depth understanding of the processes, experiences, and meanings associated with the implementation of JURASIC within its real-life educational context (Busetto et al., 2020; Creswell & Poth, 2016; Stake, 1995; van Nieuwerburgh et al., 2020; Yin, 2017). The research was conducted at SD Negeri 1 Cilumber, Lembang District, West Bandung Regency, West Java, Indonesia, from January to June 2026. The school was purposively selected because it had implemented reflective and collaborative academic supervision practices to support instructional improvement and the implementation of the Merdeka Curriculum (Patton, 2014). The focus of the study was the implementation of JURASIC-based academic supervision, particularly the integration of reflective journals and dialogic coaching within the supervision process.

The participants consisted of the principal and teachers who were directly involved in the implementation of JURASIC-based academic supervision. Participants were selected through purposive sampling based on their active involvement in reflective journal writing, classroom supervision activities, and coaching sessions. (Patton, 2014). Data were collected through in-depth interviews, participatory observations, and document analysis. (Creswell & Poth, 2016; S. B. Merriam and E. J. Tisdell, 2017). Interviews explored participants' experiences and perceptions regarding JURASIC implementation, while observations focused on instructional practices, supervision activities, and coaching interactions. Documentary data included reflective journals, coaching records, lesson plans, and supervision reports. The research instruments consisted of interview guides, observation sheets, and document analysis protocols developed based on the dimensions of JURASIC implementation. Data were analysed using an interactive qualitative data analysis model consisting of data condensation, data display, and conclusion drawing and verification. (Miles et al., 2018).

To ensure the trustworthiness of the findings, data analysis was conducted continuously throughout the research process, allowing emerging findings to be refined and validated during data collection. (Creswell & Poth, 2016; Morse, 2015). Source triangulation, technique triangulation, and member checking were employed to verify the consistency and credibility of the data. (Morse, 2015; Shenton, 2004). These procedures enabled the researchers to compare information obtained from different participants, data collection techniques, and documentary evidence, thereby strengthening the validity and trustworthiness of the findings. Through these strategies, the study ensured that the interpretation of JURASIC implementation accurately reflected participants' experiences and the actual supervision practices implemented in the school (Miles et al., 2018; Morse, 2015).

RESULTS AND DISCUSSION

Results

Planning of Jurassic-Based Academic Supervision

Findings from observations, interviews, and documentation indicated that the planning of JURASIC-based academic supervision was conducted collaboratively, involving the principal, supervision team teachers, and the school supervisor. The planning process included the formation of a supervision team, preparation of supervision schedules, coaching preparation, development of reflective journals, and the establishment of collaborative supervision procedures. Documentation showed that the school had prepared supervision guidelines, observation schedules, coaching instruments, and reflective journal formats to support the implementation of JURASIC.

Observation findings further showed that the school developed a supervision schedule that integrated pre-observation coaching, classroom observation, post-observation coaching, reflection, and follow-up activities. The schedule ensured that all teachers could participate systematically in every stage of supervision. Documentation and interview data also indicated that supervision team teachers received coaching preparation on reflective questioning, non-directive communication, and the use of supervision instruments. Teachers regularly documented their reflections through reflective journals uploaded to the teacher's digital platform. Interviews with teachers revealed that pre-observation coaching helped them identify instructional readiness, professional development needs, and students' learning needs more clearly.

Interview data revealed that the supervision team was formed through deliberative discussions involving teachers. Members were selected based on teaching competence, communication skills, and readiness to participate in collaborative supervision. According to the principal:

“We formed the supervision team from teachers who demonstrated effective instructional practices. Through discussions with teachers, it was agreed that two teachers representing lower and upper grades would serve as members of the supervision team and conduct peer observations.

Teachers felt more comfortable receiving initial feedback from colleagues before being directly supervised by the principal.”

In addition, the school implemented a collaborative supervision mechanism in which supervision team teachers first conducted peer observations before receiving supervision from the principal, school supervisor, and colleagues. This process was followed by collaborative reflection and a supervision team regeneration system based on teachers' performance and reflective capacity.

Based on the triangulation of observation, interview, and documentation data, the findings indicate that the planning of JURASIC-based academic supervision was systematically organised through collaborative team formation, structured scheduling, coaching preparation, reflective journal utilisation, and sustainable collaborative supervision mechanisms that supported teachers' continuous professional development.

Table 1. Components of Jurassic-Based Academic Supervision Planning

Planning Components	Observation Findings	Interview Findings	Documentation Findings
Formation of the supervision team	Team established through coordination meetings and teacher deliberation	Teachers preferred initial observations from colleagues	Supervision program and team decree
Supervision scheduling	Schedule prepared before implementation	Teachers gained certainty regarding supervision timelines	Classroom observation schedule
Coaching preparation	The supervision team received coaching orientation	Teachers understood coaching techniques	Coaching guidelines and supervision instruments
Reflective journals	Teachers documented their reflections regularly	Journals identified professional development needs	Digital reflective journals
Collaborative supervision	Peer observation and collective reflection were conducted	Observation became a source of professional learning	Supervision program and reflection records

Source: Triangulated Data, 2026

Implementation of JURASIC-Based Academic Supervision

Findings from observations, interviews, and documentation indicate that the implementation of JURASIC-based academic supervision was conducted through an integrated cycle consisting of pre-observation coaching, classroom observation, post-observation coaching, reflective journal writing, and follow-up activities. All stages were implemented according to the supervision schedule and involved the principal, the supervision team, teachers, school supervisors, and supervised teachers collaboratively. Observation instruments, coaching records, and reflective journals documented each stage systematically.

Observation and interview data revealed that pre-observation coaching provided teachers with opportunities to discuss learning objectives, instructional strategies, student characteristics, and professional development goals. Teachers reported that coaching helped them become more prepared and focused before teaching. As one teacher stated:

Classroom observations were conducted by the supervision team teachers using agreed supervision instruments. Observation findings showed that supervisors identified effective

instructional practices, learning challenges, and areas for improvement that later became topics for reflection and coaching discussions. Teachers also reported that observing colleagues' instructional practices provided valuable opportunities for professional learning and sharing best practices. Interview findings further indicated that post-observation coaching was perceived as the most meaningful stage of the supervision process because teachers were encouraged to reflect on their instructional experiences and independently identify improvement strategies. One teacher explained:

“After the observation, we were invited to discuss and reflect on the lesson. Through reflective questions, I became more aware of my strengths and weaknesses and was able to identify solutions for future lessons.”

“Before the observation was conducted, I was invited to discuss the learning objectives, instructional strategies, and behavioural targets that I wanted to achieve. The coaching questions made me more prepared and aware of the aspects that needed attention during teaching.”

Documentation analysis showed that the results of coaching were subsequently recorded in reflective journals containing teaching experiences, challenges, reflections, and follow-up plans. These journals became evidence of teachers' professional learning and instructional improvement.

Based on the triangulation of observation, interview, and documentation data, the findings indicate that JURASIC-based academic supervision was implemented through a continuous cycle of coaching, observation, reflection, and follow-up. This process supported teachers' reflective learning, encouraged professional collaboration, and facilitated continuous instructional improvement.

Table 2. Components of Jurassic-Based Academic Supervision Implementation

Implementation Stage	Observation Findings	Interview Findings	Documentation Findings
Pre-observation coaching	Teachers engaged in dialogue before teaching	Teachers felt more prepared and focused	Coaching records
Classroom observation	Supervisors observed instructional practices	Teachers learned from colleagues' teaching experiences	Observation instruments
Post-observation coaching	Reflection on instructional practices was conducted	Teachers identified strengths and improvement areas	Coaching records
Reflective journals	Teachers documented teaching experiences and reflections	Teachers evaluated instructional practices more systematically	Reflective journals
Follow-up actions	Teachers developed improvement strategies	Teachers demonstrated commitment to continuous improvement	Follow-up plans

Source: Triangulated Data, 2026

Evaluation and Follow-Up of Jurassic-Based Academic Supervision

Findings from observations, interviews, and documentation indicate that the evaluation and follow-up stages of JURASIC-based academic supervision were conducted through collaborative reflection, reflective journals, teacher learning communities, and follow-up planning. Reflective journals served as the primary source of evaluation data, documenting teachers' experiences, challenges, and professional development needs.

Observation and documentation findings showed that teachers' reflections became more analytical and were used to design coaching activities, professional learning communities, and instructional improvement plans. The school also implemented a supervision team regeneration system by involving teachers with strong reflective and instructional performance in subsequent

supervision cycles. As stated by the principal, Interview findings revealed that collaborative reflection enabled teachers to learn from colleagues' experiences and gain new perspectives on instructional practices. One teacher stated:

"Previously, reflection was usually conducted individually. Now, we discuss it together, allowing us to learn from the experiences of other teachers."

"We want supervision to go beyond classroom observation and develop into a culture of shared learning among teachers."

Based on the triangulation of observation, interview, and documentation data, the findings indicate that evaluation and follow-up activities supported continuous professional learning through reflection, collaboration, and instructional improvement.

Table 3. Components of Evaluation and Follow-Up in JURASIC-Based Academic Supervision

Evaluation and Follow-Up Components	Observation Findings	Interview Findings	Documentation Findings
Collaborative reflection	Teachers discussed supervision results collectively	Teachers learned from colleagues' experiences	Reflection records
Reflective journals	Teachers reflected on instructional practices	Teachers identified strengths and improvement areas	Reflective journals
Teacher learning community	Teachers shared instructional practices	Teachers gained alternative solutions	Learning community records
Follow-up actions	Teachers developed improvement strategies	Teachers demonstrated commitment to improvement	Follow-up plans
Supervision team regeneration	High-performing teachers joined the next supervision team	Teachers developed leadership capacity	Supervision documents

Source: Triangulated Data, 2026

Contribution of JURASIC to Teacher Professional Development

Findings gathered from comprehensive classroom observations, in-depth interviews, self-reflective journals, and formal supervision documentation consistently indicate that the JURASIC program contributed positively and significantly to teacher professional development. Through this targeted intervention, educators underwent a meaningful pedagogical transformation, becoming vastly more reflective in critically evaluating their own daily instructional practices. Furthermore, a renewed professional openness emerged, making teachers significantly more receptive to constructive feedback from both peers and supervisors, while actively driving the continuous improvement of student-centred learning environments.

Analysis of their reflective journals also revealed substantial advancements in the teachers' cognitive ability to precisely pinpoint complex instructional challenges, diagnose underlying teaching obstacles, and independently formulate highly adaptive, actionable strategies for classroom improvement. Furthermore, synthesised data from field observations and supervision documentation clearly indicated marked improvements in the overall quality of teacher reflection, professional collaboration among staff, daily instructional practices, and active teacher participation in professional learning activities.

The interview findings explicitly revealed that the systematic combination of maintaining reflective journals and engaging in structured dialogic coaching strengthened teachers' core

pedagogical awareness and boosted their professional confidence to innovate classroom learning. This collaborative and supportive coaching environment empowered educators to voice their challenges and co-create practical solutions, directly fostering a culture of continuous growth. This profound professional impact is vividly illustrated by the direct testimony of one teacher, who stated:

“Through reflective journals and coaching, I became more aware of what worked well and what needed improvement. I also became more confident in trying new instructional strategies because I had opportunities to reflect on the results and discuss them with colleagues.”

Based on the triangulation of observation, interview, and documentation data, the findings indicate that JURASIC strengthened pedagogical awareness, professional motivation, instructional practices, collaboration, reflective culture, and teacher leadership, supporting continuous professional learning and school improvement.

Table 4. Contributions of JURASIC to Teacher Professional Development

Professional Development Aspect	Observation Findings	Interview Findings	Documentation Findings
Pedagogical awareness	Teachers became more reflective in instruction	Teachers better understood strengths and weaknesses	Improved reflection quality in journals
Professional motivation	Teachers became more active in professional development	Teachers were motivated to improve instruction	Coaching and reflection records
Instructional practices	More varied and student-centred strategies were implemented	Teachers were more confident in trying new approaches	Observation reports and follow-up plans
Professional collaboration	Increased interaction among teachers	Teachers shared experiences and best practices	Learning community records
Reflective culture	Reflection became part of professional practice	Teachers regularly evaluated their teaching	Reflective journals and coaching records
Instructional leadership	Teachers participated as supervisors and facilitators	Teachers developed leadership capacity	Supervision team regeneration records

Source: Triangulated Data, 2026

DISCUSSION

Reflective Academic Supervision as a Transformation of Supervision Culture in Elementary Schools

The findings revealed that the implementation of JURASIC-based academic supervision successfully transformed the paradigm of academic supervision from an administrative approach into a more reflective, dialogic, and professionally oriented supervision model. This transformation was reflected in the shift of supervision practices from merely checking instructional administration toward a pedagogical mentoring process based on reflection and collaborative coaching. Academic supervision was no longer perceived as a control instrument but rather as a professional learning mechanism that enabled teachers to evaluate, improve, and continuously develop their instructional practices. These findings support the view that effective supervision should function as a professional learning process that promotes teacher growth, reflective inquiry, and continuous instructional improvement rather than administrative compliance alone. (Darling-

hammond et al., 2017; Glickman et al., 2017; Hallinger, 2018; Nolan, James F. and Hoover, 2011; Zepeda, 2025).

The transformation identified in this study demonstrates that supervision practices in elementary schools can evolve from formal bureaucratic procedures into sustainable professional learning processes when reflective and collaborative approaches are systematically integrated. In conventional supervision, classroom observation often emphasises compliance with instructional administration and procedural requirements. Consequently, supervision tends to become a formal evaluation activity that provides limited opportunities for teachers to critically reflect on their pedagogical practices. However, the implementation of JURASIC enabled teachers to discuss instructional experiences, classroom challenges, and learning outcomes through collaborative dialogue and reflective coaching. This condition indicates that supervision was reconstructed as a reflective learning process rather than merely an evaluative mechanism, consistent with contemporary perspectives on instructional leadership and teacher professional development. (Aprilianto et al., 2025; Barokah et al., 2025; Darling-hammond et al., 2017; Hallinger, 2018; Harris & Jones, 2019; Leithwood et al., 2020).

The findings further indicate that reflective supervision contributes to strengthening teachers' professional agency and ownership of instructional improvement. Through reflective dialogue and coaching conversations, teachers became active participants in identifying instructional strengths, challenges, and alternative solutions. This process shifted supervisory relationships from hierarchical interactions toward professional partnerships characterised by trust, collaboration, and shared responsibility for learning improvement. Such conditions align with developmental supervision theory, which emphasises teacher empowerment through reflection, collaborative dialogue, and professional growth. (Bush & Ng, 2019; Glickman et al., 2017; Leithwood et al., 2020; Spillane et al., 2006; Wenner & Campbell, 2017).

Integration of Reflective Journals and Dialogic Coaching in Developing Teachers' Pedagogical Awareness

The findings revealed that the integration of reflective journals and dialogic coaching became the central mechanism for teachers' pedagogical transformation within the implementation of JURASIC-based academic supervision. Reflective journal writing enabled teachers to consciously document instructional experiences, while dialogic coaching deepened reflection through reflective questioning that encouraged teachers to explore instructional challenges and identify alternative solutions independently. (Farrell & Macapinlac, 2021; Kleinsasser et al., 2022; Korthagen, 2017; Larrivee, 2008). As a result, reflection evolved beyond descriptive reporting and developed into a more critical process of pedagogical analysis. This finding indicates that reflective supervision can facilitate deeper professional learning by connecting classroom experiences with continuous instructional improvement processes. (Darling-hammond et al., 2017; Farrell & Macapinlac, 2021; Korthagen, 2017; Larrivee, 2008; Moon, 2006; Schön, 2017).

The implementation of reflective journals within JURASIC also demonstrated the importance of written reflection as a metacognitive tool for teacher professional development. Through reflective writing, teachers revisited classroom experiences, evaluated instructional decisions, and identified areas requiring improvement. This process enhanced teachers' awareness of classroom interactions, student responses, and the effectiveness of instructional strategies.

Consequently, reflective journals functioned not only as documentation tools but also as mechanisms for developing pedagogical awareness and professional self-understanding. These findings reinforce evidence that reflective writing supports teachers in constructing deeper professional knowledge from authentic classroom experiences (Barber, 2021; Chien, 2013; Dymont & O'Connell, 2011; Farrell & Macapinlac, 2021; Moon, 2006).

Moreover, the use of dialogic coaching in JURASIC reflected a supervision approach that encouraged teacher participation in identifying instructional challenges and developing improvement strategies. Principals and the supervision team of teachers did not immediately provide judgments or direct solutions, but facilitated reflective conversations that enabled teachers to examine their instructional experiences critically. (Farrell & Macapinlac, 2021; Korthagen, 2017; Minguela & Onrubia, 2022; Schön, 2017; Zeichner, 2014). This finding supports previous evidence indicating that coaching improves instructional quality because it provides individualised support. Such findings reinforce the view that effective professional learning is supported through feedback, reflection, and collaborative professional interactions that are closely connected to teachers' instructional practices. (Aguilar, 2003; Darling-hammond et al., 2017; Kraft et al., 2018a; Kulich & Knight, 2014; van Nieuwerburgh et al., 2020).

The coaching process also strengthened teachers' professional autonomy because teachers were encouraged to construct instructional improvement strategies based on their own classroom realities. Rather than depending solely on supervisors' recommendations, teachers became active decision-makers in identifying instructional priorities and designing follow-up actions. (Darling-hammond et al., 2017; Edmonson, 2025; Farrell & Macapinlac, 2021; Kraft et al., 2018a; van Nieuwerburgh et al., 2020). These findings support the view that effective professional learning should be embedded in teachers' authentic instructional contexts and actively engage teachers in continuous reflection and instructional improvement. (Biesta et al., 2015; Darling-hammond et al., 2017; Kraft et al., 2018a; OECD, 2018a; Priestley & Drew, 2019).

The integration of reflective journals and coaching dialogue further created opportunities for self-directed professional learning while maintaining collaborative support from supervisors and colleagues. Teachers became more responsible for their own professional growth because supervision was positioned as a learning process rather than an assessment activity. This finding aligns with studies suggesting that sustainable professional development is most effective when teachers actively participate in reflection, collaborative inquiry, and continuous learning processes that are closely connected to classroom practice. (Avalos, 2011; Darling-hammond et al., 2017; Opfer & Pedder, 2011; Timperley, 2011; Walsh et al., 2020).

The findings further indicate that reflective coaching and journaling contributed to observable changes in classroom practice. Teachers became more willing to implement participatory learning activities, collaborative discussions, and student-centred instructional strategies. Such transformations demonstrate that reflective supervision influences not only teachers' awareness but also their instructional behaviour and classroom practice. Consequently, the integration of reflective journals and coaching dialogue within JURASIC represents an innovative academic supervision approach that strengthens sustainable pedagogical transformation and teacher professional learning in elementary schools. These findings further confirm that reflective and collaborative professional learning can serve as an effective pathway for improving instructional quality and fostering continuous professional growth among teachers. (Barokah et al., 2025; Darling-Hammond et al., 2017; Hattie, 2008; Kraft et al., 2018a; Timperley, 2011; Walsh et al., 2020).

Collaborative Supervision and the Strengthening of Professional Learning Communities

The findings revealed that the implementation of JURASIC not only influenced individual teacher development but also contributed to the establishment of a collaborative professional learning culture within the school. Teachers became more accustomed to discussing instructional practices, sharing classroom experiences, and providing constructive feedback to colleagues. (Admiraal et al., 2021; Darling-hammond et al., 2017; Hargreaves & O'Connor, 2025; Vangrieken et al., 2015; Zepeda, 2025). This transformation indicates that academic supervision was no longer limited to an evaluative activity but evolved into a collaborative professional learning process. Such findings are consistent with contemporary perspectives on teacher professional development, which emphasise collaboration, active participation, collective inquiry, and continuous learning as essential elements of sustainable professional growth. (Darling-hammond et al., 2017; Harris & Jones, 2019; Louis & Stoll, 2007; OECD, 2018a; Vangrieken et al., 2015).

The involvement of teachers as members of the supervision team strengthened collegial relationships and encouraged peer learning. Teachers were positioned not only as recipients of supervision but also as active participants who observed, reflected, and facilitated professional dialogue with their colleagues. (Admiraal et al., 2021; Barokah et al., 2025; Dufour et al., 2014; Hord, 1997; Stoll et al., 2006). This condition enabled teachers to learn from diverse instructional experiences and develop a shared commitment to improving teaching quality. Similar findings have shown that teacher collaboration and professional dialogue contribute significantly to professional learning, collective reflection, and school improvement by creating opportunities for teachers to learn from one another and engage in collaborative inquiry regarding instructional practices. (Admiraal et al., 2021; De Jong et al., 2022; Hargreaves & O'Connor, 2025; Louis & Stoll, 2007; Vescio et al., 2008).

The collaborative learning culture established through JURASIC also strengthened teachers' professional motivation and collective responsibility toward instructional improvement. Teachers increasingly recognised that improving instructional quality was not solely an individual responsibility but a shared commitment within the school community. Professional learning became embedded within daily school practices through collaborative discussions, reflective meetings, and pedagogical sharing sessions. These findings support the view that sustainable school improvement depends on the existence of collaborative professional cultures that facilitate continuous learning and collective capacity building. (Darling-hammond et al., 2017; Dufour et al., 2014; Hargreaves & O'Connor, 2025; Louis & Stoll, 2007; OECD, 2018a).

The regeneration mechanism within the supervision team emerged as another significant contribution of the JURASIC model. Teachers who demonstrated strong instructional and reflective performance were given opportunities to participate as members of the supervision team in subsequent supervision cycles. (Harris et al., 2025; Wenner & Campbell, 2017; York-Barr & Duke, 2004). This mechanism encouraged teacher leadership development while simultaneously strengthening the sustainability of collaborative supervision practices. Such findings are consistent with distributed leadership perspectives, which emphasise teacher participation and leadership development as important components of school improvement efforts. (Bush & Ng, 2019; Harris & Jones, 2019; Leithwood et al., 2020; Spillane et al., 2006; Wenner & Campbell, 2017).

Overall, the findings demonstrate that collaborative supervision within JURASIC contributed to strengthening collegial relationships, collective reflection, professional responsibility, and teacher leadership. Therefore, academic supervision functioned not only as a

professional development strategy but also as a school-based professional learning system that supported sustainable instructional improvement and collaborative school culture development. (Darling-Hammond et al., 2017; Dufour et al., 2014; Hargreaves & O'Connor, 2025; Louis & Stoll, 2007).

Challenges in the Implementation of JURASIC-Based Academic Supervision

Although the implementation of JURASIC demonstrated positive contributions to teacher professional development, several challenges were identified throughout the supervision process. One of the main challenges involved limited time availability due to teachers' instructional responsibilities and administrative workloads. (Cordingley et al., 2021; Darling-hammond et al., 2017; Kraft et al., 2018b; OECD, 2018b; Timperley, 2011). As a result, reflection and coaching sessions could not always be conducted as extensively as planned. This finding confirms that sustainable professional learning requires adequate organisational support, time allocation, and institutional commitment to enable meaningful reflection and professional dialogue. (Avalos, 2011; Darling-Hammond et al., 2017; OECD, 2018b; Opfer & Pedder, 2011; Timperley, 2011)

Another challenge concerned teachers' varying abilities to engage in reflective writing. At the beginning of implementation, several teachers tended to describe classroom events rather than critically analyse instructional decisions and learning outcomes. This condition indicates that reflective practice is a professional skill that develops gradually and requires continuous guidance, feedback, and practice opportunities. Similar findings have shown that reflective competence develops through sustained engagement in reflection and professional dialogue rather than through one-time interventions. (Farrell & Macapinlac, 2021; Korthagen, 2017; Moon, 2006). (Farrell & Macapinlac, 2021; Farrell, 2020; Ryan, 2021; Moon, 2006; Korthagen, 2017).

The study also found that some teachers initially associated supervision with administrative evaluation and performance assessment. This perception created anxiety and hesitation when teachers were asked to discuss instructional weaknesses openly. (Avalos, 2011; Cordingley et al., 2021; Darling-hammond et al., 2017; Dufour et al., 2014; OECD, 2018a; Timperley, 2011).. Such findings indicate that transforming supervision culture requires changes in teachers' perceptions as well as organisational efforts to establish supervision as a supportive professional learning process rather than a judgmental activity. This challenge is consistent with evidence suggesting that supervision reform requires cultural change, trust building, and collaborative professional relationships within schools. (Barokah et al., 2025; Darling-hammond et al., 2017; Dufour et al., 2014; Hallinger, 2018; Nolan, James F. and Hoover, 2011; Zepeda, 2025).

Despite these challenges, the integration of coaching and reflective dialogue gradually reduced teachers' resistance toward supervision activities. Teachers increasingly perceived supervision as an opportunity for professional growth because coaching conversations focused on reflection, problem-solving, and instructional improvement rather than evaluation. (Hallinger, 2018; Harris et al., 2025; Leithwood et al., 2020; Spillane et al., 2006) This finding is consistent with research demonstrating that coaching promotes teacher learning by providing individualised and context-specific professional support that encourages continuous instructional improvement. (Aguilar, 2003; Kraft et al., 2018a; Kulich & Knight, 2014; van Nieuwerburgh et al., 2020; Yulindar et al., 2025).

Despite these challenges, the implementation of JURASIC demonstrates significant potential as a contextual and transformative academic supervision model for elementary schools. The integration of reflective journals, dialogic coaching, collaborative supervision, and regenerative

leadership mechanisms provides a strong foundation for developing sustainable professional learning cultures within schools. This model not only supports instructional improvement but also contributes to strengthening teacher agency, collaborative learning, and school-based professional development. Therefore, JURASIC contributes not only to improving instructional practices but also to reconstructing supervision culture toward more humane, reflective, collaborative, and professionally empowering educational practices. (Biesta et al., 2015; Darling-Hammond et al., 2017; Harris & Jones, 2019; Leithwood et al., 2020; OECD, 2018b).

Table 5. Summary of Research Findings, Theoretical Analysis, and Research Contributions

Research Findings	Theoretical Analysis	Contribution of the Study
Academic supervision shifted from administrative evaluation toward reflective and collaborative professional learning.	Consistent with contemporary perspectives on professional learning and developmental supervision, emphasising reflection, collaboration, feedback, teacher empowerment, and continuous instructional improvement (Darling-Hammond et al., 2017; Glickman et al., 2017; Hallinger, 2018; Nolan, James F. and Hoover, 2011; OECD, 2018b; Zepeda, 2025)	Demonstrates that academic supervision can transform school culture from compliance-oriented supervision toward reflective professional learning.
Reflective journals and dialogic coaching strengthened teachers' pedagogical awareness and reflective capacity.	Supports reflective practice theory and coaching-based professional learning, which emphasise reflection, feedback, metacognition, and contextualised professional support (Darling-Hammond et al., 2017; Farrell & Macapinlac, 2021; Korthagen, 2017; Kraft et al., 2018b; Schön, 2017).	Introduces JURASIC as an integrated supervision model that combines reflective journals and coaching dialogue to strengthen pedagogical reflection and instructional improvement.
Reflective journals functioned as authentic evidence for coaching conversations and follow-up actions.	Consistent with reflective writing and professional inquiry perspectives that view written reflection as a mechanism for constructing professional knowledge and supporting metacognitive learning (Barber, 2021; Chien, 2013; Dymont & O'Connell, 2011; Farrell & Macapinlac, 2021; Moon, 2006)	Extends coaching-based supervision models by integrating reflective journals as the primary source of supervision evidence and coaching discussion.
Dialogic coaching strengthened teacher agency, professional autonomy, and ownership of instructional improvement.	Supports teacher agency and coaching theories emphasising self-directed learning, professional autonomy, reflection, and collaborative problem solving (Biesta et al., 2015; Darling-Hammond et al., 2017; Kraft et al., 2018b; Priestley & Drew, 2019)	Demonstrates that supervision can function as a professional empowerment mechanism rather than merely an evaluative process.

Collaborative supervision strengthened collegial relationships, peer learning, and professional learning communities.	Supports collaborative professional learning and professional learning community perspectives, emphasising collective inquiry, shared responsibility, and collaborative reflection (Admiraal et al., 2021; Hord, 1997; Stoll et al., 2006; Vescio et al., 2008).	Demonstrates that supervision can function as a sustainable school-based professional learning system.
Coaching and collaborative reflection created a supportive environment characterised by trust, openness, and professional dialogue.	Consistent with professional learning and psychological safety perspectives, highlighting trust, feedback, and collaborative learning as prerequisites for meaningful professional growth (Admiraal et al., 2021; Darling-Hammond et al., 2017; Edmonson, 2025; Hargreaves & O'Connor, 2025; Zepeda, 2025).	Highlights the importance of relational and cultural dimensions in implementing reflective supervision practices.
Regeneration of supervision teams promoted teacher leadership and sustainable collaborative learning.	Consistent with distributed leadership perspectives emphasising teacher participation, leadership development, and collective responsibility for school improvement (Harris et al., 2025; Leithwood et al., 2020; Wenner & Campbell, 2017; York-Barr & Duke, 2004)	Provides a sustainable mechanism for developing reflective teacher leaders and maintaining supervision continuity.
Challenges included limited time, varying reflective skills, sustaining follow-up actions, and supervision culture change.	Consistent with studies emphasising organisational support, reflective competence development, leadership commitment, and sustainable professional learning conditions (Cordingley et al., 2021; Darling-Hammond et al., 2017; Kraft et al., 2018b; OECD, 2018b; Timperley, 2011)	Identifies contextual and organisational factors that should be considered when implementing reflective supervision models in elementary schools.
The integration of reflective journals, dialogic coaching, collaborative supervision, and regenerative leadership formed a coherent professional learning system.	Supports integrated professional learning perspectives combining reflection, coaching, collaboration, teacher agency, and leadership development as interconnected dimensions of sustainable school improvement (Darling-Hammond et al., 2017; Hargreaves & O'Connor, 2025; Leithwood et al., 2020; OECD, 2018b).	Establishes JURASIC as a comprehensive and transformative academic supervision model that contributes to sustainable professional learning cultures in elementary schools.

Source: Data Collection, 2026

CONCLUSION

This study concludes that the implementation of JURASIC-based academic supervision at SDN 1 Cilumer was conducted through a systematic cycle consisting of planning,

implementation, evaluation, and follow-up activities. The planning stage involved the formation of a collaborative supervision team, supervision scheduling, coaching preparation, and reflective journal development. The implementation stage integrated pre-observation coaching, classroom observation, post-observation coaching, and reflective journaling. Evaluation and follow-up activities were carried out through collaborative reflection, professional learning community activities, and supervision team regeneration. These processes contributed to strengthening teachers' pedagogical awareness, reflective capacity, professional collaboration, and instructional improvement.

This study contributes to the academic supervision literature by demonstrating how reflective journals and dialogic coaching can be integrated into a sustainable professional learning cycle through the JURASIC approach. Practically, the findings provide an alternative model for developing reflective and collaborative supervision practices in elementary schools. However, this study was limited to a single-school context and relied primarily on qualitative data, which may limit the generalizability of the findings. Therefore, schools are encouraged to adopt reflective and coaching-based supervision practices to strengthen teacher professional learning. Future research is recommended to examine the long-term effects of JURASIC on teacher performance, instructional quality, student learning outcomes, and professional learning communities using larger samples, diverse educational contexts, and mixed-methods approaches.

REFERENCES

- Admiraal, W., Schenke, W., De Jong, L., Emmelot, Y., & Sligte, H. (2021). Schools as professional learning communities: What can schools do to support professional development of their teachers? *Professional Development in Education*, 47(4), 684–698. <https://doi.org/10.1080/19415257.2019.1665573>
- Aguilar, E. (2003). *The Art of Coaching Audio Book pdf*. (November 1998), 1–20.
- Aprilianto, A., Majid, M. A. A., & Kartiko, A. (2025). Head Role School As Inner Motivator Improving Teacher Performance. *Create: Journal of Islamic Management and Business*, 1(1), 13–24.
- Avalos, B. (2011). Teacher professional development in Teaching and Teacher Education over ten years. *Teaching and Teacher Education*, 27(1), 10–20. <https://doi.org/10.1016/j.tate.2010.08.007>
- Barber, J. D. (2021). Using course journals to encourage reflective practice in second language teacher education. *Reflective Practice*, 22(1), 128–141. <https://doi.org/10.1080/14623943.2020.1851670>
- Barokah, A. I., Yuliana, L., & Raharja, S. (2025). Developing a community-based academic supervision model: A strategic reform for enhancing professional learning in Indonesian primary schools. *European Journal of Sustainable Development Research*, 9(4). <https://doi.org/10.29333/ejosdr/16862>
- Biesta, G., Priestley, M., & Robinson, S. (2015). The role of beliefs in teacher agency. *Teachers and Teaching*, 21(6), 624–640. <https://doi.org/10.1080/13540602.2015.1044325>
- Busetto, L., Wick, W., & Gumbinger, C. (2020). How to use and assess qualitative research methods. *Neurological Research and Practice*, 2(1). <https://doi.org/10.1186/s42466-020-00059-z>
- Bush, T., & Ng, A. (2019). Distributed leadership and the Malaysia Education Blueprint: From prescription to partial school-based enactment in a highly centralised context. *Journal of Educational Administration*. <https://doi.org/10.1108/JEA-11-2018-0206>
- Chien, C.-W. (2013). Analysis of a language teacher's journal of classroom practice as reflective practice. *Reflective Practice*, 14(1), 131–143. <https://doi.org/10.1080/14623943.2012.732951>
- Cordingley, P., Higgins, S., Greany, T., Buckler, N., Coles-Jordan, D., Crisp, B., Saunders, L., & Coe, R. (2021). Great teaching. In *Developing Great Teaching Lessons from the international reviews into effective professional development*. <https://doi.org/10.4324/9781003132783-4>

- Creswell, J. W., & Poth, C. N. (2016). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*. SAGE Publications.
- Darling-hammond, L., Hyler, M. E., & Gardner, M. (2017). *Effective Teacher Professional Development*. (June).
- Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). "Teacher Education Around the World: What Can We Learn from International Practice?" *European Journal of Teacher Education* 40 (3): 291–309. Doi: 10.1080/02619768.2017.1315399. (June).
- De Jong, L., Meirink, J., & Admiraal, W. (2022). Teacher learning in the context of teacher collaboration: Connecting teacher dialogue to teacher learning. *Research Papers in Education*, 37(6), 1165–1188. <https://doi.org/10.1080/02671522.2021.1931950>
- Dufour, R., Fullan, M., & Dufour, R. (2014). *Michael Fullan , PhD The Challenge of Cultural Change*. (September).
- Dyment, J. E., & O'Connell, T. S. (2011). Assessing the quality of reflection in student journals: A review of the research. *Teaching in Higher Education*, 16(1), 81–97. <https://doi.org/10.1080/13562517.2010.507308>
- Edmonson, A. C. (2025). Psychological Safety. *Diversity, Equity, and Inclusion in Veterinary Medicine*, 171–180. <https://doi.org/10.1002/9781394217113.ch16>
- Farrell, T. S. C., & Macapinlac, M. (2021). Professional Development Through Reflective Practice: A Framework for TESOL Teachers. *Canadian Journal of Applied Linguistics*, 24(1), 1–25. <https://doi.org/10.37213/cjal.2021.28999>
- Glickman, C. D., Gordon, S. P., & Ross-Gordon, J. M. (2017). *SuperVision and Instructional Leadership: A Developmental Approach*. Pearson Education.
- Hallinger, P. (2018). Bringing context out of the shadows of leadership. *Educational Management Administration & Leadership*, 46(1), 5–24. <https://doi.org/10.1177/1741143216670652>
- Hargreaves, A., & O'Connor, M. T. (2025). Collaborative Professionalism: When Teaching Together Means Learning for All. *Revista Ideales*, 20(20), 5–7. <https://doi.org/10.59514/2539-5211.3983>
- Harris, A., & Jones, M. (2019). Teacher leadership and educational change. *School Leadership and Management*, 39(2), 123–126. <https://doi.org/10.1080/13632434.2019.1574964>
- Harris, A., Jones, M., & Ismail, N. (2025). Teacher Leadership and School/System Change: Exploring the Contemporary Evidence. *International Journal of Education Policy and Leadership*, 21(3). <https://doi.org/10.22230/ijepl.2025v21n3a1589>
- Hattie, J. (2008). Visible learning: A synthesis of over 800 meta-analyses relating to achievement. In *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement*. <https://doi.org/10.4324/9780203887332>
- Hord, S. M. (1997). Professional Learning Communities: Communities of Continuous. *Leadership*, 40(1), 58–59.
- Kleinsasser, R., Danaher, P., Levine, T., Maclellan, E., Pithouse-morgan, K., Kong, H., Morine-dersheimer, G., Dunkin, M. J., Gage, N. L., Gore, J., Butler, D. L., Chen, C., Chesnut, S., Day, C., Flores, M., Gomez, M. L., Huber, J., & Kurz, T. (2022). Editorial Board. *Teaching and Teacher Education*, 113, 103710. [https://doi.org/10.1016/s0742-051x\(22\)00084-1](https://doi.org/10.1016/s0742-051x(22)00084-1)
- Korthagen, F. (2017). Inconvenient truths about teacher learning: Towards professional development 3.0. *Teachers and Teaching: Theory and Practice*, 23(4), 387–405. <https://doi.org/10.1080/13540602.2016.1211523>
- Kraft, M. A., Blazar, D., & Hogan, D. (2018a). The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence. *Review of Educational Research*, 88(4), 547–588. <https://doi.org/10.3102/0034654318759268>
- Kraft, M. A., Blazar, D., & Hogan, D. (2018b). *The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence*. XX(X), 1–42. <https://doi.org/10.3102/0034654318759268>
- Kulich, L. S., & Knight, J. (2014). *Instructional Coaching Model*. 29–55.

- Larrivee, B. (2008). Development of a tool to assess teachers' level of reflective practice. *Reflective Practice*, 9(3), 341–360. <https://doi.org/10.1080/14623940802207451>
- Leithwood, K., Harris, A., & Hopkins, D. (2020). Seven strong claims about successful school leadership revisited. *School Leadership & Management*, 40(1), 5–22. <https://doi.org/10.1080/13632434.2019.1596077>
- Lolowang, Y., Weol, W., & Mamahit, M. M. (2024). Penerapan Supervisi Akademik Berbasis Coaching Pada Guru Pak di SMP Negei 1 Lolak Kabupaten Bolaang Mongondow. *Jurnal Ilmiah Wahana ...*, 10(19), 46–58.
- Louis, K., & Stoll, L. (2007). *Stoll, L., & Louis, K.S. (Eds.). (2007). Professional learning communities: Divergence, depth and dilemmas. London/New York: Open University Press/McGraw Hill.*
- Miles, M. B., Huberman, A. M., & Saldana, J. (2018). *Qualitative Data Analysis: A Methods Sourcebook*. SAGE Publications.
- Minguela, M., & Onrubia, J. (2022). *Assisting teacher collaborative discourse in professional development: An analysis of a facilitator's discourse strategies*. 113. <https://doi.org/10.1016/j.tate.2022.103667>
- Moon, A. J. (2006). *Learning Journals A handbook for reflective practice and professional development Second edition*. 206.
- Morse, J. M. (2015). Critical Analysis of Strategies for Determining Rigor in Qualitative Inquiry. *Qualitative Health Research*, 25(9), 1212–1222. <https://doi.org/10.1177/1049732315588501>
- Nolan, James F. and Hoover, L. A. (2011). Teacher Supervision and Evaluation: Theory into Practice. In *Teacher Supervision and Evaluation: Theory into Practice*.
- OECD. (2018a). *TALIS 2018 Results: Equity: I*.
- OECD. (2018b). *TALIS 2018 Results: Equity: I*.
- Opfer, V. D., & Pedder, D. (2011). Conceptualizing teacher professional learning. *Review of Educational Research*, 81(3), 376–407. <https://doi.org/10.3102/0034654311413609>
- Patton, M. Q. (2014). *Qualitative Research & Evaluation Methods: Integrating Theory and Practice*. SAGE Publications.
- Priestley, M., & Drew, V. (2019). Professional enquiry: An ecological approach to developing teacher agency. *An Ecosystem for Research-Engaged Schools: Reforming Education through Research*, 154–169. <https://doi.org/10.4324/9780203701027-11>
- S. B. Merriam and E. J. Tisdell. (2017). Book Review: Qualitative Research: A Guide to Design and Implementation (4th ed.), by S. B. Merriam and E. J. Tisdell. *Adult Education Quarterly*, 67(1), 71–73. <https://doi.org/10.1177/0741713616671930>
- Schön, D. A. (2017). The reflective practitioner: How professionals think in action. *The Reflective Practitioner: How Professionals Think in Action*, 1–374. <https://doi.org/10.4324/9781315237473>
- Shenton, A. K. (2004). Strategies for ensuring trustworthiness in qualitative research projects. *Education for Information*, 22(2), 63–75. <https://doi.org/10.3233/EFI-2004-22201>
- Spillane, J. P., Halverson, R., & Diamond, J. B. (2006). Towards a theory of leadership practice: A distributed perspective. *Rethinking Schooling: Twenty-Five Years of the Journal of Curriculum Studies*, 196–229. <https://doi.org/10.4324/9780203963180>
- Stake, R. E. (1995). *The Art of Case Study Research*. SAGE Publications.
- Stoll, L., Bolam, R., McMahon, A., Wallace, M., & Thomas, S. (2006). Professional Learning Communities: A Review of the Literature. *Journal of Educational Change*, 7(4), 221–258. <https://doi.org/10.1007/s10833-006-0001-8>
- Timperley, H. (2011). Realising the Power of Professional Learning. Maidenhead. *Open University Press*.
- van Nieuwerburgh, C., Barr, M., Munro, C., Noon, H., & Arifin, D. (2020). Experiences of aspiring school principals receiving coaching as part of a leadership development programme. *International Journal of Mentoring and Coaching in Education*, 9(3), 291–306. <https://doi.org/10.1108/IJMCE-11-2019-0107>

- Vangrieken, K., Dochy, F., Raes, E., & Kyndt, E. (2015). Teacher collaboration: A systematic review. *Educational Research Review*, 15, 17–40. <https://doi.org/https://doi.org/10.1016/j.edurev.2015.04.002>
- Vescio, V., Ross, D., & Adams, A. (2008). A review of research on the impact of professional learning communities on teaching practice and student learning. *Teaching and Teacher Education*, 24(1), 80–91. <https://doi.org/10.1016/j.tate.2007.01.004>
- Walsh, N. R., Ginger, K., & Akhavan, N. (2020). Benefits of instructional coaching for teacher efficacy: A mixed methods study with prek-6 teachers in california. *Issues in Educational Research*, 30(3), 1143–1161.
- Wenner, J. A., & Campbell, T. (2017). The Theoretical and Empirical Basis of Teacher Leadership: A Review of the Literature. *Review of Educational Research*, 87(1), 134–171. <https://doi.org/10.3102/0034654316653478>
- Yin, R. K. (2017). *Case Study Research and Applications: Design and Methods*. SAGE Publications.
- York-Barr, Jennifer, & Duke, Karen. (2004). What Do We Know About Teacher Leadership? Findings From Two Decades of Scholarship. *Review of Educational Research*, 74(3), 255–316. <https://doi.org/10.3102/00346543074003255>
- Yulindar, Aswad, F. H., & Badrun, M. (2025). Implementasi Supervisi Akademik Berbasis Coaching Dalam Meningkatkan Kualitas Pembelajaran Pada Kurikulum Merdeka. *Manajemen Pendidikan*, 20(1), 187–196.
- Zeichner, K. , & L. D. (2014). *Reflective Teaching: An Introduction*. Routledge.
- Zepeda, S. J. (2025). *Pengawasan Instruksional Menerapkan Alat dan Konsep*.