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INTEGRATIVE ACADEMIC SUPERVISION FOR CONTINUOUS TEACHER DEVELOPMENT: A QUALITATIVE STUDY AT SDN KALIMULYA 1 DEPOK

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Keyword	ABSTRACT
Academic supervision; Teacher Professional; Development; Professional Identity	This study examines the implementation of integrative academic supervision (IAS) at SDN Kalimulya 1, Depok, to enhance teacher professional development. Using qualitative methods, including semi-structured interviews and thematic analysis, the research explored teachers' experiences with IAS, focusing on its impact on competence, collaboration, and professional identity. Findings revealed that 85% of teachers reported improved confidence and pedagogical skills, while 78% engaged more in collaborative knowledge-sharing. Additionally, 88% felt a stronger connection to their professional community, highlighting IAS's role in fostering professional identity. However, 70% of teachers faced challenges balancing administrative tasks with professional development, indicating a need for systemic support. IAS proved effective in promoting reflective practice and collaboration, aligning with theories of experiential and collaborative learning. Despite its benefits, institutional barriers, such as administrative burdens, require policy adjustments to create a supportive environment. The study concludes that IAS significantly enhances teacher competence, motivation, and professional identity but calls for addressing time and resource constraints to maximize its impact. Future research should explore IAS's effectiveness in broader contexts to validate findings and inform best practices in teacher professional development.

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A. INTRODUCTION

The educational landscape is constantly evolving, requiring innovative approaches to teacher development that effectively meet the diverse needs of educators and students. In the ever-evolving world of education, improving the quality of teaching and learning is becoming increasingly urgent. One of the key issues many schools face is how to effectively support teachers' professional development. A surprising phenomenon is that although many professional development programmes have been implemented, many teachers still feel they lack adequate support to improve their pedagogical skills. Data shows that less than 50% of teachers are satisfied with the development programmes they participate in, indicating a gap between expectations and reality Erifal (2023). Expert opinion, such as that expressed by Hou (2023), emphasises that integrated academic supervision can be a solution to improving teacher performance and, ultimately, education quality.

This research focuses on implementing integrative academic supervision at SDN Kalimulya 1 Depok to explore how this approach can contribute to teachers' continuous development. In this context, evaluating the literature on academic supervision and professional development is important. Several previous studies have shown that adequate supervision involves careful planning, consistent implementation and ongoing evaluation (Sujianto, Dwikoranto, and Marsini 2023). However, there is still a lack of understanding of how academic supervision can be effectively integrated into daily school practice.

The theoretical background of this study is based on the literature on teacher professional development and supervision. Previous research has emphasised the importance of supportive, job-embedded and collaborative professional development experiences Bolat (2023) discussed how targeted training programmes can significantly improve teachers' self-efficacy, which is crucial for effective teaching. In addition, as explored by Thomson and Turner (2019), the role of emotions in professional development suggests that emotional support can result in more meaningful engagement and better learning outcomes for teachers. This study builds on these theoretical foundations to investigate how integrative academic supervision can create an environment that supports teachers' continuous development.

Despite some literature on professional development, there is still a notable gap in understanding the specific mechanisms that can be used to facilitate teacher growth. Several studies focus on isolated aspects of professional development, such as content knowledge or pedagogical strategies, without considering the holistic nature of teacher supervision (Hofmann, Vrikki, and Evagorou 2021). Moreover, the urgency of this research is underlined by the increasing demand for effective teaching practices in response to the challenges posed by the contemporary educational environment. As Eshete and Gezahegn (2023) highlight, aligning professional development programmes with teachers' perspectives and needs is critical to promoting meaningful growth. This study aims to fill that gap by comprehensively analysing the integrative academic supervision model and its impact on continuous teacher development.

The objectives of this study are to examine teachers' competencies through integrative academic supervision, teachers' professional development and pedagogical skills, and teachers' professional identity and implementation challenges. This research aims to provide valuable insights into the role of supervision in teacher development and inform future practices in educational settings.

In exploring these research objectives descriptively, this study sought to document the existing practices of integrative academic supervision at SDN Kalimulya 1 Depok and teachers' perceptions of its effectiveness. Critically, it aims to evaluate the strengths and weaknesses of the existing model and identify areas for improvement. Transformatively, it proposes actionable recommendations to improve integrative academic supervision to foster a culture of continuous professional development among teachers.

The argument for this study is that integrative academic supervision is an important mechanism to facilitate teacher growth and improve educational outcomes. This model can increase teachers' confidence and competence in their instructional practice by providing structured support and fostering collaborative relationships between supervisors and teachers. In addition, this study suggests that a well-implemented integrative academic supervision framework can result in a more engaged and motivated teaching force, which will ultimately benefit students' learning experiences.

The importance of this research lies in its potential to inform and transform teacher professional development practice. By focusing on integrative academic supervision, this research addresses an important aspect of teacher growth that has not been widely explored in the literature. The insights gained from this qualitative research serve as a basis for developing more effective and responsive professional development programmes that meet the needs of diverse teachers. Ultimately, this study aims to contribute to the ongoing discourse on enhancing teacher effectiveness and improving student learning outcomes in the education landscape.

This research sought to explore the relationship between academic supervision and teacher professional development. By examining the implementation and effectiveness of integrative academic supervision, this research aims to fill existing gaps in the literature and provide actionable insights for educators and policymakers. The findings of this study will not only contribute to the theoretical understanding of teacher development but also have practical implications for improving the quality of education in primary schools.

Competency Development Models

In the context of teacher competency development, it is important to understand effective competency development models for prospective primary school teachers. Usman (2024) emphasises gaps in competencies related to respect for differences, which suggests that diversity-focused competency development is needed. This research shows that a competency development model based on a knowledge management system can help prospective teachers to be better prepared to face challenges in the classroom. Thus, holistic and inclusive competency development is key to improving the quality of education at the primary level.

Saclarides (2023) highlighted the importance of support in teacher learning during modelled mathematics instruction. The approach used in this study involved teacher involvement in verbal and written assistance, as well as scaffolding of observing teacher responsibilities. This suggests that teacher competency development depends on content knowledge and the ability to collaborate and learn from practical experience. Thus, an effective competency development model should include collaborative elements that allow teachers to learn from each other.

Galanti and Holincheck (2022) suggest that attention to integrated STEM teacher identities can increase the likelihood of teachers implementing innovations in their teaching practices. This research suggests that successful professional development should be able to address identity tensions that may interfere with ambitious student-centred practice. Therefore, it is important to design development programmes that focus on content and developing teachers' professional identities.

Teacher Professional Development

Various strategies can be applied to improve pedagogical competence in teacher professional development. Islami, Anantanukulwong, and Faikhamta (2022) conducted a systematic review of teacher professional development strategies and found that the instructional practices developed by professional development programmes focus on various aspects, including pedagogical knowledge and teacher competencies. This research suggests that effective development programmes integrate various aspects of teaching and learning and pay attention to teachers' specific needs.

Lin, Yin, and Liu (2022) examined the role of transformational leadership and a growth mindset in teacher professional development. The study showed that strong instructional leadership can increase teachers' self-efficacy, which in turn contributes to better professional development. Thus, creating a supportive environment where teachers feel empowered to develop their skills and knowledge is important.

Academic Supervision

Academic supervision is an important element in teacher professional development and improving the quality of education. Various studies have shown adequate supervision can improve teacher performance and student learning outcomes. For example, Rindarti (2021) highlighted that online assistance in academic supervision during the Covid-19 pandemic showed increased participation and ability of madrasah heads in developing academic supervision programmes. This suggests that planned and targeted supervision can positively impact teachers' professional development. In addition, Menda (2023) noted that despite challenges in implementing academic supervision, teachers reported that the supervision was very beneficial in improving teaching methods and creativity in learning innovation.

Research by Mutohar and Trisnantari (2020) also emphasised the importance of principals' managerial skills in implementing academic supervision. The results showed that principals with good managerial skills can improve the implementation of learning supervision, form a positive school culture, and improve teacher performance. This is in line with the findings of Nurhayati et al. (2019), who pointed out that although there are some obstacles in the implementation of administrative supervision, support from school principals is crucial for the success of academic supervision.

This research seeks to contribute significantly to understanding academic supervision by focusing on teachers' experiences and the direct impact of integrative academic supervision. By integrating theory and practice in a specific context, this research is expected to provide valuable recommendations for developing educational policies and supervision practices in other schools. In addition, this study also sought to enrich the existing literature by highlighting the importance of collaboration between principals and teachers in creating an enabling environment for continuous professional development (Matheka 2024; Roach, Christensen, and Rieger 2019).

B. METHOD

This study used a qualitative approach to explore and understand teachers' experiences and perspectives in the context of integrative academic supervision at SDN Kalimulya 1. Qualitative methods were chosen for their ability to provide deep insights into complex social phenomena, such as teacher professional development. Qualitative research allows researchers to collect rich and descriptive data, which can assist in understanding the context and meaning of individual experiences. This study will collect data through in-depth interviews with teachers and academic supervisors, who will provide information on the supervision practices implemented and their impact on developing teachers' competencies.

The data collection process will be conducted through semi-structured interviews, which allow the researcher to explore relevant topics while allowing flexibility to follow the flow of the conversation. These interviews will be conducted using a pre-constructed question guide, but the researcher will also be open to additional questions that arise during the interview. This approach aligns with research showing that in-depth interviews can help identify educators' challenges and roles in specific contexts. In addition, the interviews will be recorded and transcribed for further analysis, ensuring that all important nuances and details of the discussions can be considered.

Data analysis will be conducted using a thematic analysis approach, which allows the researcher to identify patterns and themes emerging from the data collected. This process involves several stages, including coding the data, grouping the themes, and interpreting the results. Thematic analysis in qualitative research can help researchers to understand how participants construct meaning from their experiences. Thus, this study aims to provide a comprehensive picture of how integrative academic supervision can contribute to teachers' continuous development at SDN Kalimulya 1 and the challenges and opportunities faced in its implementation.

C. RESULT AND DISCUSSION

Improving Teacher Competence through Integrative Academic Supervision

The results show several important aspects in developing teachers' competencies through integrative academic supervision at SDN Kalimulya 1. Teachers reported significantly improving their understanding of effective teaching methodologies after engaging in this supervision programme.

Table 1. Research Results of Integrative Academic Supervision at SDN Kalimulya 1

Aspect Findings	Results	% Respondents
Teaching Competence	Improved understanding of teaching methods and confidence in implementing new strategies.	85%
Collaboration between teachers	Discussion and sharing of best practices among colleagues increased after supervision.	78%
Professional Identity	Teachers feel more valued and committed to improving teaching quality.	82%
Implementation Challenges	Administrative burden reduces collaboration and development time.	60%

Source: researcher processing (2024)

Based on Table 1, 85% of respondents felt more confident implementing the new teaching strategies they learnt during supervision sessions. This aligns with previous research showing that planned supervision can improve teaching quality and encourage teachers to develop their pedagogical skills Irshid, Khasawneh, and Al-Barakat (2023). With integrated supervision, teachers feel more supported in the learning process, which contributes to improved student learning outcomes.

Secondly, the in-depth interviews revealed that teachers feel more connected to their colleagues through the collaboration facilitated by academic supervision. 78% of teachers reported discussing and sharing best practices with their colleagues more frequently after the programme. This supports Galanti and Holincheck (2022) view that emphasises the importance of an integrated teacher identity in enhancing teaching innovation. With the support of their peers, teachers feel more motivated to implement more creative and innovative teaching methods.

Third, this study also found that integrative academic supervision contributes to developing teachers' professional identity. Many teachers reported feeling more valued and recognised as professionals after participating in the programme. As many as 82 per cent of respondents stated that they felt more committed to developing themselves and improving the quality of their teaching. This aligns with research by Saimon (2024), which shows that positive teacher identity development can increase motivation and engagement in teaching practice.

Fourth, the analysis's results show that implementing integrative academic supervision is challenging, including a lack of time and resources. As many as 60% of teachers revealed that they felt burdened by administrative demands that interfered with their time to collaborate and learn from each other. This suggests the need for systemic support from the school and government to create an enabling environment for continuous professional development.

The results of this study are discussed, and they show that integrative academic supervision has great potential to improve teachers' competencies at SDN Kalimulya 1. The increase in teachers' confidence in implementing new teaching strategies can be

linked to professional development theory, which emphasises the importance of in-depth and collaborative learning experiences (Belay, Melesse, and Seifu 2022). By providing opportunities for teachers to learn from each other, academic supervision can create communities of practice that support professional growth.

However, for the programme to be effective, challenges faced in implementing integrative academic supervision need to be overcome. Time and resource constraints are significant barriers for teachers to collaborate. Therefore, schools must create policies supporting continuous professional development, including providing sufficient time for teachers to collaborate and learn (Patras 2023).

In addition, it is also important to consider the emotional aspects of developing teachers' professional identity. Research shows that emotional support from colleagues can increase teachers' engagement and motivation in teaching practice (Draves 2019). Therefore, academic supervision programmes should include elements of emotional support that can help teachers feel more connected and valued within their community. This research highlights the importance of continuous evaluation of integrative academic supervision programmes. By conducting regular evaluations, schools can identify areas for improvement and ensure that the programme remains relevant to the needs of teachers and students. This aligns with the findings of Niebles-Thevening et al. (2022), who emphasised the importance of needs evaluation in teacher professional development.

The results of this study suggest that integrative academic supervision can be an effective tool for improving teachers' competencies at Kalimulya 1 primary school. Academic supervision can help teachers feel more confident and connected to their educational community by facilitating collaboration and emotional support. However, to achieve optimal results, it is important for the school to address the challenges and provide the necessary support for teachers.

Teacher Professional Development and Pedagogical Skills

The results showed a significant improvement in teachers' pedagogical skills following the integrated professional development programme.

Table 2: Results of the Teacher Professional Development Programme
Research Aspect Findings

Aspect Findings	Results	% Respondents
Pedagogical skills	Teachers are better able to design and implement effective learning.	90%
Innovation Motivation	Teachers are more open to trying new teaching methods after the programme.	75%
Collaboration among teachers	Teachers learn from colleagues' experiences through collaboration in the programme.	80%
Implementation Challenges	Teachers have difficulty implementing new skills due to a lack of school management support.	65%

Source: researcher processing (2024)

Based on Table 2, 90% of teachers reported feeling more capable of designing and implementing effective lessons. This aligns with research by Islami, Anantanukulwong, and Faikhamta (2022), which showed that professional development programmes focused on pedagogical skills can improve teachers' ability to manage the classroom and deliver material. Furthermore, the interview results show that teachers feel more motivated to implement innovative learning approaches. As many as 75% of teachers stated they were more open to trying new teaching methods after attending the programme. This shows that an effective professional development programme can create a culture of innovation among teachers, improving classroom learning quality (Coşgun and Savaş 2023).

The results also revealed that collaboration between teachers during the professional development programme contributed to improving pedagogical skills. As many as 80% of teachers reported that they learnt a lot from their colleagues' experiences and practices. This supports the views of Song et al. (2022) emphasised the importance of collaboration in teacher professional development. However, challenges in implementing professional development programmes were also identified. A total of 65 per cent of teachers revealed that they found it difficult to apply the new skills they learnt due to a lack of support from school management. This suggests the need for more significant support from the school to ensure the success of the professional development programme (Rodhiyya 2024).

The results of this study are discussed. They show that an integrated professional development programme can significantly positively impact teachers' pedagogical skills. Improving teachers' ability to design and implement effective learning shows that the programme meets their professional development needs (Saclarides 2023). Thus, schools need to continue to support and develop similar programmes. However, teachers must overcome the challenges in implementing new skills to maximise the benefits of professional development programmes. Support from school management is

essential to creating an enabling environment for the application of new skills. Therefore, schools need to provide the necessary resources and support to help teachers implement the skills they have learnt.

In addition, it is also important to create a culture of continuous collaboration among teachers. Research shows that teacher collaboration can increase their engagement and motivation in professional development (Badeni 2021). Therefore, professional development programmes should include collaborative elements that allow teachers to learn from each other and share best practices. Continuous evaluation of professional development programmes is essential to remain relevant and practical. By conducting regular evaluations, schools can identify areas for improvement and ensure that the programme meets the needs of teachers and students (Niebles-Thevening, Bailey, and Rosado 2022).

The results of this study are discussed. They show that an integrated professional development programme through academic supervision can significantly improve teachers' pedagogical skills. The programme can help teachers feel more confident and motivated to implement innovative teaching methods by facilitating collaboration and support from school management. However, to achieve optimal results, the school needs to address the challenges and provide the necessary support for teachers.

Teachers' Professional Identity and Implementation Challenges

The results showed a significant improvement in teachers' professional identity after participating in the integrative academic supervision programme.

Table 3: Research Results of the Integrative Academic Supervision Programme

Aspect Findings	Results	% Respondents
Teachers' Professional Identity	Teachers feel more confident and understand their role as educators.	88%
Sense of Community	Teachers feel more valued and recognised as part of the professional community.	82%
Reflective Skills	Teachers can better reflect on their teaching practices and identify areas for improvement.	76%
Implementation Challenges	Teachers struggle to balance administrative tasks with time for collaboration and self-development.	70%

Source: researcher processing (2024)

Based on Table 3, 88% of teachers reported feeling more confident and better understanding their educator role. This aligns with research by Draves (2019), which shows that support in teachers' identity development can increase their commitment to the profession. Furthermore, the in-depth interviews revealed that teachers feel more connected to their education community. 82% of teachers felt more valued and recognised as professionals after participating in the programme. This suggests that an

effective academic supervision programme can create a sense of belonging among teachers and increase their motivation to contribute to educational development.

The results also showed that teachers experienced improvements in their reflective skills. A total of 76 per cent of teachers reported that they were better able to reflect on their teaching practices and identify areas for improvement. This supports the view that developing a strong professional identity can enhance teachers' ability to reflect critically on their practice (Srikham and Seehamongkon 2023). Challenges in implementing the academic supervision programme were also identified. Seventy per cent of teachers found balancing administrative demands and time to collaborate and learn from their peers challenging. This suggests the need for systemic support from the school to create an enabling environment for continuous professional development.

The results of this study are discussed. They show that an integrative academic supervision programme can positively impact teachers' professional identity. Increased confidence and a sense of belonging among teachers indicate that the programme successfully creates an environment that supports professional development (Coşgun & Savaş, 2023). Therefore, schools need to continue to support and develop similar programmes. However, the challenges faced in balancing administrative demands and time for collaboration need to be addressed so that teachers can maximise the benefits of the academic supervision programme. Support from school management is essential to create an enabling environment for professional development. Therefore, schools need to provide the necessary resources and support to assist teachers in implementing the skills they have learnt.

In addition, it is also important to create a culture of continuous reflection among teachers. Research shows that critical reflection on teaching practices can increase teachers' engagement and motivation in professional development (Saclarides 2023). Therefore, the academic supervision programme should include a reflection element that allows teachers to reflect on their practice and identify areas for improvement. Continuous evaluation of the academic supervision programme is essential to ensure it remains relevant and practical. By conducting regular evaluations, schools can identify areas for improvement and ensure that the programme meets the needs of teachers and students.

The discussion of the research results also showed that teachers experienced improvements in their reflective skills. A total of 76 per cent of teachers reported that they were better able to reflect on their teaching practices and identify areas for improvement. This supports the view that developing a strong professional identity can enhance teachers' ability to reflect on their practice critically—research by (Dee and Fernandez (2023) emphasised the importance of reflection in teachers' professional development. The results of this study indicate that integrative academic supervision can contribute to teachers' professional identity development. By facilitating emotional support and collaboration, academic supervision can help teachers feel more confident and connected to their educational community. However, to achieve optimal results, the school needs to address the challenges and provide the necessary support for teachers.

D. CONCLUSION

The findings of this study show that integrative academic supervision, professional development and teacher identity significantly impact the quality of education at SDN Kalimulya 1 Depok. This study found that teachers experienced increased confidence and pedagogical skills after engaging in the integrative academic supervision programme. As many as 85% of teachers reported that they felt better equipped to implement new teaching strategies, demonstrating the effectiveness of this supervision model in supporting teachers' competence development. Secondly, the results showed that the integrated professional development programme successfully improved teachers' pedagogical skills, with 90% of respondents feeling more capable of designing and implementing practical lessons. Thirdly, the research found that teachers' professional identity was significantly improved, with 88% of teachers reporting feeling more confident and connected to their educational community.

Evidence that the theories and methods used in this study can answer the research problems can be seen from the results consistent with the existing literature. The qualitative approach applied in this study enabled researchers to explore teachers' experiences and perspectives in depth and identify challenges and opportunities in implementing academic supervision and professional development. Nonetheless, this study has some limitations, including the limited number of respondents and the time available for data collection. Therefore, further research is needed to explore the impact of integrative academic supervision and professional development on education quality in a broader context.

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