



Qualitative Study: Strengthening Teachers' Integrity Through Collaborative Academic Supervision at SDN 047/XI Koto Baru

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Abstract. This qualitative study examines the process of strengthening teacher integrity through collaborative academic supervision at SDN 047/XI Koto Baru. This research was motivated by the importance of strengthening character education as a benchmark for improving national education, with teacher integrity as one of its main pillars. The aim is to describe the process of strengthening teacher integrity through a collaborative supervision approach that is collegial, supportive, and partnership-based. The findings are expected to serve as a reference for other schools. This study used a qualitative approach with data collection techniques in the form of observation, interviews, and documentation. The research informants were the principal and teachers. The collected data were analyzed through the stages of reduction, presentation, conclusion drawing, and verification. Data validity was tested using source, technique, and time triangulation techniques. The results of the study show several key findings. The actual condition of teacher integrity in this school was initially characterized by a lack of responsibility in managing learning, low discipline, and weak commitment to the school's vision and mission. After the implementation of collaborative supervision, there was an increase in teachers' motivation to innovate in learning, competence in preparing learning tools, strengthening of work ethic and responsibility, and improved discipline. The obstacles encountered included teachers' lack of ability to operate information technology, limited time to attend online workshops, and inadequate facilities and infrastructure. In conclusion, collaborative academic supervision has proven to be effective in strengthening teacher integrity, as evidenced by significant improvements in their responsibility, discipline, and professional work ethic. This approach offers a practical solution for schools seeking to foster a culture of integrity and professionalism in the workplace.

Keywords: Character, Integrity, Supervision, Collaborative

History Article: Received August 10, 2024. Revised October 16, 2024. Accepted December 22, 2024.

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Introduction

Teachers play a central role in creating quality human resources and advancing a nation (Zaini et al, 2021). In an era of globalization that demands fierce competition, the role of teachers is not limited to transferring knowledge, but also serving as role models who shape the character of students (Arsini et al, 2023). Teacher integrity is the main foundation in carrying out professional duties, which includes honesty, responsibility, consistency, and high commitment (Frinando, 2023). An integrity teacher will perform well, consciously carry out their duties, and effectively facilitate an optimal learning process (Octavia, 2020). Good teacher performance is very important to support educational success, but there are still many challenges faced in the field (Rosida et al, 2020). Previous studies have shown that low

teacher performance can have a negative impact on the overall quality of education (Asterina & Sukoco, 2019).

For example, at SDN 047/XI Koto Baru, several problems were found that reflected the low integrity and performance of teachers. Many teachers still teach using conventional methods such as lectures, ignoring the use of modern learning media, and even failing to prepare lesson plans (RPP) before teaching. In addition, low discipline and work ethic are also issues, characterized by poor punctuality and a lack of responsibility in carrying out professional duties. This phenomenon shows the urgency of effective intervention to improve teacher integrity and professionalism.

Academic supervision, which is the duty of the principal, is an important instrument for improving teacher performance and competence (Sunaedi & Rudji, 2023). However, supervision models that focus on administrative aspects often fail to foster teachers' character and integrity in depth (Tursina, 2017). Therefore, this study proposes collaborative academic supervision as a more appropriate approach. This approach involves partnership, dialogue, and joint reflection between the principal and teachers, which is expected to foster teachers' awareness and commitment to the values of integrity. This study aims to examine in depth how the application of collaborative academic supervision can be a solution in strengthening the character of integrity among teachers in the school.

Although many studies have examined the role of academic supervision in improving teacher competence (Khumairoh & Supriyanto, 2021; Sudargini, 2021; Pranantja, 2021), few have specifically examined the effectiveness of collaborative approaches in strengthening integrity. The majority of studies tend to focus on improving teachers' teaching or administrative abilities. Therefore, this study offers a significant contribution by filling this gap in the literature. By identifying the processes, challenges, and results of collaborative supervision in the specific context of SDN 047/XI Koto Baru, this study provides valuable new insights. The results of this study will not only contribute to the body of knowledge but also provide practical recommendations for school administrators to implement sustainable strategies in fostering teachers with strong character and professionalism.

Method

This study uses a qualitative approach with a descriptive-qualitative design. This approach was chosen because it aims to provide an in-depth and comprehensive description of the process of strengthening teachers' integrity through collaborative academic supervision. The data collected consisted of words, descriptions, and narratives, rather than numbers. The descriptive-qualitative design allowed the researcher to interpret the phenomenon as it was, by carefully observing each component. The focus of the study was on the pre-, implementation, and post-supervision of teachers at SDN 047/XI Koto Baru.

The research subjects were teachers, while the research object was the strengthening of teacher integrity through collaborative academic supervision. In accordance with the objectives of qualitative research, informants were selected purposively based on the criteria of highest knowledge and relevance. The key informants in this study were the principal and teachers at SDN 047/XI Koto Baru who were directly involved in the supervision process.

This research was conducted at SDN 047/XI Koto Baru, which was chosen because of the relevance of the issues involved. The research stages, from proposal preparation to implementation, took place from March to June 2024. Three main techniques were used to collect data, Participant observation, Researchers were directly involved in pre-supervision, implementation, and post-supervision activities to obtain a more complete and authentic picture. Observations were conducted using observation sheets and field notes. Semi-structured interviews, interviews were conducted using open-ended questions that allowed for deeper exploration in line with the flow of conversation. The interview instruments were supported by recording devices (mobile phones) and notebooks. Documentation, researchers collected and examined relevant official school documents to reinforce the data obtained from observations and interviews.

Data analysis was conducted inductively using Miles and Huberman's interactive model, which consists of three stages Data Reduction, Data Presentation, Conclusion Drawing and Verification. To ensure data validity, researchers use triangulation techniques, which consist of, Source triangulation, technique triangulation, time triangulation.

Results

In the early stages of the research, several issues related to teacher integrity were identified. Interviews with classroom teachers, such as Mrs. ES and Mrs. NH, revealed that there are still teachers who are irresponsible in preparing teaching materials and lack discipline, such as arriving late to class. This phenomenon indicates that there are significant challenges in shaping the character of teacher integrity, which directly has a negative impact on the learning process and guidance of students, especially at the elementary school level. School principals play a key role in addressing teacher integrity issues through the implementation of collaborative academic supervision. This process includes several important activities

Mentoring and Motivation. School principals actively invite resource persons to facilitate teachers' understanding of the Merdeka Curriculum. In addition, through direct observation, it was found that school principals consistently provide guidance and appreciation to teachers. This support and recognition makes teachers feel valued and motivated to perform their duties better. Reflection and Coaching. Post-supervision activities, such as reflection and assessment, are important tools for improvement. The principal leads reflection sessions to review the planning and implementation of supervision. The principal also provides coaching by listening to teachers' problems and difficulties and providing concrete solutions as follow-up. Objective Assessment. The principal assesses teacher performance openly and objectively, in accordance with the prepared instruments. This assessment focuses on the competence and performance of each teacher. The results of collaborative supervision show an improvement in teacher performance. Teachers have become more open in communicating their problems and demonstrate greater responsibility and discipline in carrying out their duties. This improvement is inseparable from the principal's role as a motivator, facilitator, mentor, and supervisor.

Although collaborative supervision has shown positive results, there are several obstacles that need to be addressed, Teacher Competence, some teachers still have low

competence in mastering the relatively new Merdeka Curriculum. Time Constraints, the time allocated for participating in workshops or online training organized by the government is often limited and conflicts with teaching duties. Student Ability, there are challenges related to students' low ability to absorb learning materials, which may require teachers to adjust their strategies. Overall, these findings show that despite the obstacles, collaborative academic supervision has proven effective in strengthening teachers' integrity, which has an impact on improving their discipline, responsibility, and work ethic.

Discussion

Teachers play a central role in determining the quality of education and shaping students' personalities (Lubis, 2022). As a dominant and strategic profession, teachers have a great responsibility to guide students (Hamid, 2020). Teacher integrity is the main foundation in carrying out this profession, covering aspects of discipline, responsibility, and commitment (Handoko, 2023). Findings at SDN 047/XI Koto Baru show that teacher integrity still faces a number of challenges. Data shows that there are teachers who arrive late to class, a phenomenon that reflects a low work ethic and professional responsibility. This condition is similar to research (Girsang, 2020) which emphasizes that good teacher performance is inseparable from time discipline. Furthermore, there are still teachers who have not prepared their Lesson Plans (RPP) before teaching. This indicates a problem with competence in learning management, which is largely due to the transition to the Merdeka Curriculum. Although the principal has attempted to address this issue by holding dialogues and inviting guest speakers, the challenges of adapting to the new curriculum are still evident (Maskur, 2023). Overall, these initial conditions indicate the need to strengthen teachers' responsibility, commitment, honesty, and discipline (Farid & Aziz, 2023). This incomplete professional integrity is clear evidence that effective intervention is needed for improvement (Syukri, 2020). Timbuleng et al. (2023) state that high integrity encourages teachers to be honest and productive individuals.

Strengthening the integrity of teachers at SDN 047/XI Koto Baru was carried out through collaborative supervision, an innovative approach that combines directive and non-directive methods (Kurniati, 2020). This process was divided into three crucial stages: pre-supervision, implementation, and post-supervision. In the pre-supervision stage, the principal held an initial meeting to identify teachers' problems, particularly those related to understanding the Merdeka Curriculum. Through this discussion, teachers showed the courage to convey their obstacles, and the principal responded by inviting resource persons and holding workshops (Sulastri & Makruf, 2022). This step not only improved the teachers' competence but also fostered their confidence, responsibility, and consistency (Hidayanti et al, 2023). Furthermore, in the supervision implementation stage, the principal observed the learning process in the classroom. Thanks to the teachers' thorough preparation, the administrative documentation was complete, reflecting an increase in discipline and responsibility (Ritonga, 2023). This observation also shows innovation in teaching methods and character building for students. This improvement cannot be separated from the role of the principal who designs supervision with an objective and caring approach, so that teachers feel comfortable and able to give their best (Sofi'i, 2020). Finally, the post-supervision stage

focuses on reflection and assessment. The principal provides constructive feedback and guidance, while teachers openly accept feedback for improvement (Razak et al, 2023). Objective assessment motivates teachers to continuously improve their performance, which ultimately strengthens their integrity, responsibility, and commitment to educational advancement in schools (Sholeh, 2023). Thus, collaborative supervision has proven to be an effective strategy for developing teachers with high integrity.

Collaborative supervision has proven to be effective, but its implementation at SDN 047/XI Koto Baru has not been without obstacles. As an educational institution tasked with nurturing the character of students, schools must be able to carry out supervision optimally, but these obstacles often arise (Raharjo, 2023). The main obstacle found is the limited mastery of information technology (IT) by some teachers. In today's digital era, where most educational materials and workshops are conducted online, the ability to operate a computer is crucial (Rahim et al, 2023). In addition, time constraints are also a significant obstacle, as the government's online workshop schedule often conflicts with teaching hours (Astuti, 2023). Finally, the availability of inadequate facilities and infrastructure is also a challenge in supporting innovative and modern learning activities. These obstacles show that strengthening teacher character does not only depend on a managerial approach, but also requires infrastructure support and continuous improvement of technical competencies (Frianda, 2023).

Conclusion

The Based on comprehensive research results, it can be concluded that collaborative academic supervision has proven effective in strengthening the integrity of teachers at SDN 047/XI Koto Baru. Initially, this school faced significant challenges related to teacher integrity, such as a lack of discipline, low accountability, and suboptimal competence in implementing the Merdeka Curriculum. Through a supervision approach focused on collaboration, the principal's leadership played a crucial role as a motivator and facilitator. The pre-supervision, implementation, and post-supervision stages, which were carried out in a structured and humanistic manner, succeeded in fostering teachers' confidence, commitment, and work ethic. Teachers became more open to feedback, took responsibility for preparing learning tools, and innovated in managing their classrooms. This improvement not only had an impact on performance but also on the formation of stronger professional character among teachers. However, the implementation of this supervision also faces obstacles, particularly related to teachers' limited IT skills and time management in participating in online training. Nevertheless, overall, this study confirms that a collaborative approach to supervision not only improves technical competence but also successfully builds a strong foundation of integrity, making it a relevant model for other schools that want to improve the quality of their human resources.

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