



THE EFFECT OF ACADEMIC SUPERVISION AND TRAINING ON THE IMPLEMENTATION OF TEACHER PROFESSIONALISM AND ITS IMPLICATIONS ON ELEMENTARY SCHOOL TEACHERS' PERFORMANCE IN PULOSARI DISTRICT

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Abstract

This research is motivated by findings that indicate the low effectiveness of academic supervision, limited training, low teacher professionalism, and less than optimal teacher performance in elementary schools. These problems were identified through primary and secondary data obtained from the research location. The main objective of this study is to examine the influence of academic supervision and training on teacher professionalism, and to examine how these factors impact teacher performance improvement. The study was conducted at a public elementary school in Pulosari District, Pandeglang Regency. The study population involved 203 teachers with a sample of 135 respondents. The method used was a quantitative approach with a Likert-scale questionnaire instrument, while data analysis was conducted using Smart PLS regression.

The results of the study indicate that academic supervision and training have a positive and significant effect on teacher professionalism. Furthermore, teacher professionalism plays a significant role as a mediating variable, strengthening the influence of academic supervision and training on teacher performance. In other words, the better the academic supervision and training provided, the higher the level of teacher professionalism, which ultimately impacts performance improvement. The conclusion of this study confirms that improving the quality of academic supervision, training, and teacher professionalism is a strategic factor in optimizing the performance of educators in elementary schools.

Keywords: academic supervision, training, teacher professionalism, teacher performance

INTRODUCTION

The development of modern science and technology has impacted education, including elementary schools, which demand effective administration and teacher professionalism. Principals play a role in planning and directing activities, while teachers implement conducive learning to achieve school goals. Academic supervision is a crucial strategy for improving teacher performance. However, the effectiveness of principals' academic supervision in Pulosari District requires further study. According to Law No. 14 of 2005, professional teachers must master four basic competencies: pedagogical, professional, social, and personality. Optimizing academic supervision in elementary schools is a strategic step towards improving teacher performance.

A pre-survey conducted via Google Forms among elementary school teachers in Pulosari District revealed that academic supervision has not been optimal. Most teachers felt supervision was more of a monitoring than a coaching activity, principal feedback was ineffective, and many still had difficulties developing lesson plans due to curriculum changes. Administrative time allocation was also deemed limited, creating an additional burden. A second pre-survey regarding independent training revealed low teacher awareness regarding training, limited relevance of materials to needs, and ongoing digital barriers. These results underscore the need for coaching, motivation, and awareness-raising strategies to support teacher professionalism.

Field observations indicate that principals' academic supervision has not been fully effective in improving teacher professionalism. Supervision, which should be a means of development, is often perceived as merely a form of oversight. In fact, through constructive supervision, teachers can receive evaluation, feedback, and guidance in designing, implementing, and evaluating learning according to the curriculum. Professional teachers are required to possess pedagogical, personal, social, and professional competencies, making academic supervision and targeted training essential instruments for supporting improvements in the quality of learning in elementary schools.

However, a research gap is evident in the findings of previous studies. Muamar et al. (2024) confirmed that academic supervision influences teacher self-training, while Lastini et al. (2025) stated the opposite. Rahmadhani et al. (2024) proved that academic supervision significantly influences teacher professionalism, but Rahmawati & Putra (2023) and Hidayat & Pratama (2023) concluded that supervision has no effect. These differences in research findings indicate a gap in understanding the extent to which academic supervision and training truly influence teacher professionalism and performance. This gap opens up opportunities for further research in the elementary school context, particularly in Pulosari District, Pandeglang.

The novelty of this research lies in its attempt to integrate three important variables—academic supervision, training, and teacher professionalism—into a single research model that directly and indirectly influences elementary school teacher performance. Unlike previous studies that tended to examine the relationship between variables partially, this research offers a comprehensive perspective by using professionalism as a mediating variable. By taking the context of public elementary schools in Pulosari District, this research not only provides theoretical contributions in the form of new insights into the mechanisms for improving teacher performance but also provides practical contributions for school principals and policymakers in designing more effective and sustainable supervision and training strategies.

LITERATURE REVIEW

Teacher Performance

Performance describes how well an organization's activities or policies are implemented to achieve strategic goals (Rahayu et al., 2022). In organizations, performance reflects the work results of individuals and groups, as measured through objectives, metrics, and evaluations (Lapaimalai & Fanpada, 2022). Teacher performance is understood as a measurable outcome in teaching, educating, and guiding students (Septiawan et al., 2020), which is influenced by ability, effort, and attitude (Rorimpandey, 2020). According to Satria (2021), teacher performance is the realization of skills and dedication, while Arifin (2021) emphasizes benchmarks for work according to norms. Good teacher performance directly impacts the quality and achievement of student learning (Devitha et al., 2021).

Teacher Professionalism

Teacher professionalism reflects the quality, responsibility, and integrity of educators in carrying out their duties sustainably (Minister of National Education Regulation No. 16 of 2007; Rachmawati & Ramdhani, 2022; Mulyasa, 2021). Mulyasa (2021) defines professionalism as the expertise and commitment of teachers based on competency standards and a code of ethics. Sagala (2021) calls it the integration of knowledge, skills, and ethical values, while Hasibuan (2022) highlights work quality and a commitment to lifelong learning. Marwan (2023) emphasizes the integration of mature personalities, while Yamin (2024) views it as a continuous process. Sam & Sulastri (2024) emphasize that teacher professionalism contributes significantly to learning outcomes through classroom management, communication, and effective relationships.

Academic Supervision

Academic supervision is a coaching activity carried out by the principal or supervisor to improve the quality of teaching. Its primary goal is to help teachers develop skills in designing, implementing, and evaluating learning (Astuti, 2017; Karwati, 2019; Karsiyem & Wangid, 2015). Suhardan (2010:52) emphasized that academic supervision focuses on improving the quality of learning processes and outcomes through suggestions relevant to teacher professionalism. Glickman, Gordon, and Ross-Gordon (2014) emphasized the importance of collaboration and constructive criticism to improve teacher competence. Thus, academic supervision serves as an effective strategy to strengthen educators' capacity to achieve learning objectives.

Training

Training is a systematic process to improve knowledge, skills, attitudes, and behaviors to support teacher performance. Mon & Mulyadi (2021) emphasized that training is essential for both new and experienced teachers to develop basic skills. Wibowo (2019) found that quality training improves teacher professionalism, which impacts classroom performance. Zainuddin (2021) added that ongoing training contributes to improved teacher performance. In the digital context, the Merdeka Mengajar (PMM) Platform exists as a technology-based independent training tool that effectively improves teachers' pedagogical and professional competencies (Latip et al., 2024; Supardi & Rosdiana, 2025).

Thinking Framework

1. The Influence of Academic Supervision on Teacher Performance

Academic supervision serves as a means of developing teachers in planning, implementing, and evaluating learning. Through systematic supervision, teachers are guided to improve their pedagogical and professional competencies. Thus, academic supervision has a direct impact on improving teacher performance, leading to optimal educational quality.

H₁: It is suspected that academic supervision has a positive and significant influence on teacher performance.

2. The Effect of Training on Teacher Performance

Training helps teachers update their knowledge, skills, and pedagogical understanding to meet the demands of modern education. Teachers who participate in training become more skilled in classroom management, lesson planning, and technology use. Thus, training significantly contributes to improving teacher performance in supporting the quality of learning.

H₂: It is suspected that training has a positive and significant effect on teacher performance.

3. The Influence of Teacher Professionalism on Teacher Performance

Teacher professionalism reflects the responsibility, dedication, and competence inherent in carrying out their duties. Professional teachers are able to teach according to standards, evaluate learning objectively, and adapt to student needs. Therefore, the higher a teacher's professionalism, the more optimal their performance in creating effective and meaningful learning.

H₃: It is suspected that academic supervision has a positive and significant influence on teacher performance.

4. The Influence of Academic Supervision on Teacher Professionalism

Academic supervision not only provides technical guidance but also strengthens teachers' commitment, ethics, and integrity. Through observation and feedback, teachers are encouraged to improve their personal, social, and professional competencies. Thus, academic supervision plays a crucial role in developing sustainable and high-quality teacher professionalism.

H₄: It is suspected that academic supervision has a positive and significant influence on teacher professionalism.

5. The Influence of Training on Teacher Professionalism

Training provides teachers with opportunities to develop pedagogical, professional, social, and personal competencies. Teachers who actively participate in training become more innovative, committed to professional ethics, and responsible for improving the quality of education. Therefore, continuous training significantly strengthens teacher professionalism in various aspects of learning.

H₅: It is suspected that training has a positive and significant influence on teacher professionalism.

6. The Influence of Academic Supervision on Teacher Performance through Teacher Professionalism

Academic supervision enhances teacher professionalism through pedagogical, social, and personality development. This professionalism then impacts teacher performance in planning, implementing, and evaluating learning. Thus, academic supervision influences performance not only directly but also through strengthening teacher professionalism.

H₆: It is suspected that academic supervision has an indirect influence on teacher performance through teacher professionalism.

7. The Influence of Training on Teacher Performance through Teacher Professionalism

Training improves teacher skills, which in turn strengthens professional attitudes, such as discipline, responsibility, and mastery of the material. Professionalism serves as a link between training outcomes and learning practices. Thus, training impacts teacher performance, both directly and through increased professionalism.

H₇: It is suspected that training has an indirect effect on teacher performance through professionalism.

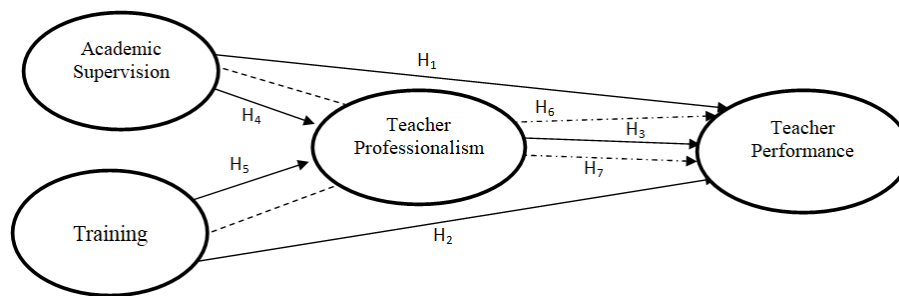


Figure 1 Thinking Framework

METHOD

Research methods

This research employed a quantitative method with a survey approach. The choice of quantitative method was based on the research objective, which focused on examining the causal relationships between variables: academic supervision, training, professionalism, and teacher performance. The quantitative approach was deemed relevant because it provided a measurable and objective picture through numerical data, which was then analyzed statistically.

The primary research instrument was a questionnaire with a Likert scale. The instrument development process involved compiling questions based on the research variable indicators, followed by validity and reliability testing to ensure the instrument's reliability. Data obtained from the questionnaire will be used to test the research hypotheses and answer the established research questions.

Population and Sample

The population is the entire research subject with characteristics consistent with the focus of the study (Sugiyono, 2017). The population of this study was all 203 civil servant and civil servant elementary school teachers in Pulosari District, Pandeglang Regency, Banten Province. This number is considered representative enough to serve as the basis for drawing the research sample. A sample is a portion of the population taken using a specific technique to describe the overall characteristics of the population. The sample was determined using the Slovin formula with an error rate (*margin of*

error) of 5% or 0.05. From a population of 203 people, a sample of 135 teachers was obtained. Respondents were selected using proportional random sampling, taking into account the number of teachers in each school to maintain representation.

A summary of the population and sample sizes from each elementary school in Pulosari District is presented in a distribution table. For example, SDN Sukaraja 3 has 14 teachers, so 8 teachers were sampled, while SDN Banjarwang I has 12 teachers, so 6 teachers were sampled. This method ensures proportional representation for each school.

Data Collection Techniques

This study uses primary data obtained directly from respondents through questionnaire distribution. Primary data is considered more accurate because it is tailored to the research objectives (Sugiyono, 2017). The questionnaire was designed using a five-point Likert scale, namely: Strongly Agree (5), Agree (4), Disagree (3), Disagree (2), and Strongly Disagree (1). This instrument is used to measure teachers' perceptions of academic supervision, training, professionalism, and teacher performance. According to Sugiyono (2017), the Likert scale is suitable for measuring respondents' attitudes, opinions, and perceptions of social phenomena, making it relevant to this study.

Data Analysis Techniques

Data were analyzed using regression Multiple linear regression analysis was used to examine the partial and simultaneous effects of independent variables on the dependent variable. Furthermore, this study employed Partial Least Squares (PLS)-based Structural Equation Modeling (SEM) using the SmartPLS application. The analysis was conducted in two stages: the outer model and the inner model. And inner model.

1. The outer model is used to test convergent validity, discriminant validity, composite reliability, Cronbach's Alpha, and Average Variance Extracted (AVE). An indicator is declared valid if the loading factor value is >0.70 , and reliable if the Cronbach's Alpha and Composite Reliability values are >0.60 .
2. The inner model is used to test the relationships between latent constructs by examining the path coefficient, R-squared, f^2 , q^2 , and goodness of fit (GoF) values. This model allows researchers to evaluate the predictive power and suitability of the model to empirical data.

Correlation analysis was used to measure the relationship between variable dimensions. Causal relationships were tested through hypothesis testing using the bootstrapping method in SmartPLS. The hypothesis was accepted if the t-statistic value was >1.96 and the p-value was <0.05 .

RESULTS AND DISCUSSION

Research result

Statistical Description of Variables

The statistical description of the research variables aims to provide a general overview of the tendency of respondents' answers to each variable studied, namely Academic Supervision (X_1), Training (X_2), Teacher Professionalism (Y), and Teacher Performance (Z).

Each variable is measured through a number of indicators with a Likert scale of 1–5, starting from *Never* (1) until *Often* (5). Analysis was carried out on the average value (mean), standard deviation, minimum value, and maximum value.

Table 1 Descriptive Statistics of Research Variables

No	Variables	Number of Indicators	Rate-rate	Standard Deviation	Minimum	Maximum
1	Academic Supervision (X_1)	5	4.36	0.48	2.83	5.00
2	Training (X_2)	5	4.29	0.49	2.83	5.00
3	Teacher Professionalism (Y)	4	4.33	0.47	2.60	5.00
4	Kinerja Guru (Z)	5	4.33	0.47	2.60	5.00

Source: Processed primary data (2025)

Based on the table above, the average for all variables is above 4.00, indicating a very positive response from respondents. The relatively small standard deviation (<1) indicates consistency in respondents' responses and the absence of extreme deviations. This indicates valid data for use in the next stage of analysis.

Requirements Analysis Testing

This study uses a quantitative approach based on PLS-SEM through the SmartPLS 4.0 application. Testing includes two main stages: outer model evaluation (to test the validity and reliability of the instrument) and inner model evaluation (to test the relationships between variables in the structural model).

Outer Model Evaluation

1. Convergent Validity

Convergent validity is determined through loading factors, AVE (Average Variance Extracted), and Composite Reliability (CR). An indicator is considered valid if the loading factor is ≥ 0.70 and the AVE value is ≥ 0.50 .

Table 2 Convergent Validity Test Results (Loading Factor & AVE)

Variables	Indicator	Loading Factor	AVE
Academic Supervision (X_1)	SA1-SA5	0,840–0,892	0,738
Training (X_2)	P1-P5	0,850–0,882	0,759
Teacher Professionalism (Y)	PG1–PG4	0,732–0,821	0,624
Kinerja Guru (Z)	KG1–KG5	0,730–0,819	0,589

Source: *SmartPLS 4.0 output* (2025)

The results show that all indicators have values above the minimum limit. Thus, all four variables have good convergent validity.

2. Discriminant Validity

Discriminant validity was tested through cross loading and AVE root.

Table 3 Discriminant Validity Results (AVE Root)

Variables	AVE	Akar AVE
Academic Supervision (X ₁)	0,738	0,859
Training (X ₂)	0,759	0,871
Teacher Professionalism (Y)	0,624	0,790
Kinerja Guru (Z)	0,589	0,767

Source: SmartPLS 4.0 output (2025)

The AVE root value of all variables is greater than the correlation between variables, so the discriminant validity requirements are met.

3. Construct Reliability

Reliability testing was conducted using Composite Reliability and Cronbach's Alpha.

Table 4 Reliability Test Results

Variables	Composite Reliability	Cronbach's Alpha
Academic Supervision (X ₁)	0,934	0,911
Training (X ₂)	0,940	0,921
Teacher Professionalism (Y)	0,869	0,798
Kinerja Guru (Z)	0,877	0,824

Source: SmartPLS 4.0 output (2025)

The results show that all variables have values above 0.70, indicating that this research instrument is reliable and can be relied upon for further testing.

Inner Model Evaluation

1. Uji Path Coefficient

The path coefficient is used to determine the magnitude of the influence between variables.

The results show:

- a. Training → Teacher Professionalism (0.569) is the biggest influence.
- b. Teacher Professionalism → Teacher Performance (0.419) plays an important role in improving performance.
- c. Academic Supervision → Teacher Professionalism (0.553) and Academic Supervision → Teacher Performance (0.351) are also significant.

These findings emphasize the importance of academic training and supervision as a strategy for developing teacher performance through increasing professionalism.

2. Uji Goodness of Fit (R-Square)

Table 5 R-Square Values of Structural Model

Endogenous Variables	R-Square	Main Sources of Variance
Teacher Professionalism (Y)	0,544	Influenced by Academic Supervision & Training
Kinerja Guru (Z)	0,682	Influenced by Academic Supervision, Training, and Professionalism

Source: SmartPLS 4.0 output (2025)

Interpretation:

- a. 54.4% of the variability in teacher professionalism can be explained by academic training and supervision.
- b. 68.2% of teacher performance variability is explained by these three variables.
- c. This shows that the research model has quite good predictive power.

Okay, I've completed the Hypothesis Testing section with tables of direct and indirect effects to make it clearer and more systematic. Here are the revisions:

Hypothesis Testing

Hypothesis testing was conducted using the bootstrapping method in SmartPLS 4.0. Significance decisions were determined based on a t-statistic value > 1.96 and a p-value < 0.05 .

1. Direct Effect Test

Table 6 Results of Direct Effect Test

Relationship between variables	Path Coefficient	t-Statistic	p-Value	Information
Academic Supervision (X1) → Teacher Performance (Z)	0,351	6,017	0,000	Significant
Training (X2) → Teacher Performance (Z)	0,382	6,105	0,000	Significant
Teacher Professionalism (Y) → Teacher Performance (Z)	0,419	4,001	0,000	Significant
Academic Supervision (X1) → Professionalism (Y)	0,553	3,379	0,001	Significant
Training (X2) → Teacher Professionalism (Y)	0,569	3,357	0,001	Significant

Source: SmartPLS 4.0 output (2025)

Interpretation: All direct effects were found to be significant, with the largest effect being Training on Teacher Professionalism (0.569).

2. Indirect Effect Test

Table 7 Results of the Indirect Effect Test (Mediated Effect)

Indirect Relationship	Path Coefficient	t-Statistic	p-Value	Information
Academic Supervision (X1) → Professionalism (Y) → Performance (Z)	0,232	3,839	0,000	Significant
Training (X2) → Professionalism (Y) → Performance (Z)	0,238	4,000	0,000	Significant

Source: SmartPLS 4.0 output (2025)

Interpretation: Teacher Professionalism is proven to be a mediating variable that strengthens the influence of Academic Supervision and Training on Teacher Performance.

DISCUSSION

1. The Influence of Academic Supervision on Teacher Performance

The research results show that academic supervision has a significant positive effect on teacher performance. Planned, democratic, and continuous supervision can improve teacher weaknesses in planning, implementing, and evaluating learning. This aligns with Siregar's (2021) theory and Pratiwi's (2022) findings, which emphasize that supervision functions as professional guidance. In Pulosari District, the implementation of principal supervision has been shown to improve the quality of teaching, discipline, and effectiveness of elementary school teacher performance.

2. The Impact of Training on Teacher Performance

Research findings demonstrate that training significantly impacts teacher performance. Relevant training programs improve mastery of teaching strategies, media skills, and learning evaluation skills. These findings align with research by Yuliani (2020), Rahmawati (2021), and Sanjaya (2023), which found that ongoing training strengthens educator professionalism and performance. Teachers who participate in training are more adaptable to curriculum changes and are able to create innovative learning, positively impacting student learning outcomes.

3. The Influence of Teacher Professionalism on Teacher Performance

Teacher professionalism significantly influences performance, encompassing pedagogical, professional, social, and personality dimensions. Professional teachers demonstrate high commitment, are able to manage effective learning, and adhere to professional ethics. These findings align with Mulyasa (2021) and Lestari (2022), who stated that professional teachers create quality learning and improve student learning outcomes. Therefore, enhancing professionalism through training, supervision, and strengthening the code of ethics has proven key to optimizing elementary school teacher performance.

4. The Influence of Academic Supervision on Teacher Professionalism

Academic supervision has been shown to significantly improve teacher professionalism. Supervision involves not only monitoring but also guiding teachers in planning, methods, and evaluating learning. In line with Siregar (2021), effective supervision strengthens pedagogical, social, personal, and professional competencies. Research by Mulyasa (2021) and Nurhadi (2020) also supports the belief that continuous supervision strengthens teacher professionalism. In Pulosari District, principal supervision encourages teachers to be more disciplined, innovative, and responsible, thus further developing their professionalism.

5. The Influence of Training on Teacher Professionalism

Training has been shown to have a positive impact on teacher professionalism. Targeted training programs help teachers update their knowledge, master innovative teaching strategies, and adapt to developments in educational technology. These findings align with Mulyasa (2021) and Nurhadi (2020), who stated that ongoing training fosters professional attitudes and enhances work

ethic. Trained teachers are not only more technically competent but also demonstrate high levels of integrity, responsibility, and commitment in carrying out their educational duties.

6. The Influence of Academic Supervision on Teacher Performance Through Teacher Professionalism

The analysis shows that academic supervision influences teacher performance through professionalism. Supervision that provides direction, feedback, and ongoing coaching strengthens teachers' professionalism, which in turn improves their performance. This finding is consistent with Mulyasa's (2021) theory, which emphasizes the importance of professional coaching in improving performance. Thus, professionalism acts as a partial mediator, linking academic supervision and teacher performance, mutually reinforcing each other in improving the quality of learning.

7. The Influence of Training on Teacher Performance Through Teacher Professionalism

Training also impacts teacher performance through professionalism. Teachers who participate in quality training are able to improve their discipline, responsibility, and adaptability. The professionalism fostered through training makes teachers more competent and innovative, thus improving their performance. These findings support research by Mulyasa (2021) and Pratiwi & Sari (2022), which emphasized the role of training in developing professional teachers. Thus, professionalism is a reinforcing factor in the relationship between training and teacher performance.

CONCLUSION

Based on the results of the data analysis and testing, several important conclusions were drawn. First, academic supervision has been shown to have a positive and significant impact on teacher performance. The better the principal's implementation of academic supervision, the better the quality of teacher performance in planning, implementing, and evaluating learning.

Second, training has a significant positive impact on teacher performance. This confirms that structured, relevant, and sustainable training programs can improve teacher skills and competencies, thus improving the quality of classroom teaching. Third, teacher professionalism has been shown to contribute significantly to teacher performance. Teachers who possess high levels of professionalism across pedagogical, social, personal, and professional aspects are able to carry out their duties optimally, with discipline, and with full responsibility. Fourth, academic supervision has a positive influence on improving teacher professionalism. This means that effective supervision not only directs but also guides teachers in improving their professional capacity. Fifth, training has been shown to encourage increased teacher professionalism. Well-designed training strengthens pedagogical competence, technological mastery, and professional integrity.

Thus, this study emphasizes the importance of synergy between academic supervision, training, teacher professionalism, and the work environment in improving teacher performance. This collaboration is a strategic factor in strengthening the quality of education in elementary schools and meeting the demands of educational development in the digital era.

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