

Enhancing Academic Supervision of Madrasah Principals through Lesson Study Initiatives

Ninik Supriyati¹, Baharuddin², Sutiah³

¹ Universitas Islam Negeri Maulana Malik Ibrahim, Malang, Indonesia; niniksupriyati@gmail.com

² Universitas Islam Negeri Maulana Malik Ibrahim, Malang, Indonesia; baharuddin@pai.uin-malang.ac.id

³ Universitas Islam Negeri Maulana Malik Ibrahim, Malang, Indonesia; sutiah@pai.uin-malang.ac.id

ARTICLE INFO

Keywords:

Lesson Study;
Supervision;
Head of Madrasah

Article history:

Received 2024-01-29

Revised 2024-10-24

Accepted 2024-12-24

ABSTRACT

This study investigates the utilization of Lesson Study as a medium for academic supervision by the Head of MTs Negeri Rejoso, focusing on its role in improving teaching quality and fostering professional development among educators. A qualitative case study approach was adopted, employing data collection methods such as observation, interviews, and document analysis. These techniques provided comprehensive insights into the implementation and outcomes of Lesson Study activities in the madrasah context. The findings reveal that the Lesson Study is an effective academic supervision tool utilized by the Head of Madrasah. Key patterns of its application include collaborative lesson planning, classroom observation, and reflective discussions. This approach enables the Head of Madrasah to engage with teaching processes directly, identify teacher strengths and areas for improvement, and offer constructive feedback. Furthermore, Lesson Study fosters a collaborative culture, enhances teacher ownership of instructional practices, and strengthens involvement in continuous professional development initiatives. These findings emphasize the potential of Lesson Study to transform supervisory practices in educational settings. By integrating collaboration and active participation, Lesson Study supports the development of a shared commitment to improving teaching quality. The approach aligns with the goals of participatory supervision, enhancing both individual teacher performance and collective educational outcomes. Lesson Study serves as a sustainable and impactful medium for academic supervision in madrasahs. Future initiatives should focus on expanding its application and exploring its long-term effects on professional development and educational quality improvement.

This is an open access article under the [CC BY-NC-SA](#) license.



Corresponding Author:

Ninik Supriyati

Universitas Islam Negeri Maulana Malik Ibrahim Malang; niniksupriyati@gmail.com

1. INTRODUCTION

Leadership in the educational environment, particularly in madrasahs, plays a crucial role in determining the direction and success of the learning process. Madrasahs, as educational institutions

based on Islamic values in Indonesia, face challenges in improving the quality of education to remain competitive in a rapidly evolving era (Yaqin, 2016). The madrasah principal, as the leader of the institution, holds a critical role in driving quality educational programs (Savitri et al., 2022). In this context, the academic supervision conducted by the madrasah principal becomes an essential aspect to ensure that the learning process in madrasahs runs effectively and meets the desired educational standards.

Academic supervision aims to guide, monitor, and evaluate the implementation of classroom teaching while encouraging teachers to continuously develop their competencies (Almaajid et al., 2023). Effective supervision not only identifies shortcomings in the teaching process but also provides solutions and motivation to improve teacher performance. However, the implementation of academic supervision in several madrasahs still faces various challenges, such as the limited competence of madrasah principals in supervision, time constraints, and suboptimal collaboration between teachers and principals (Hidayat et al., 2023). This highlights the importance of innovation in academic supervision, one of which is through the lesson study initiative.

Lesson study is a collaborative approach to teaching that was initially developed in Japan and has been adopted in various countries as a method to improve the quality of teaching (Juano et al., 2019). Through lesson study, teachers collaboratively design, observe, and reflect on the implementation of a lesson to enhance the quality of teaching and student learning outcomes (Sucilestari & Arizona, 2019). This approach fosters close collaboration between teachers, the madrasah principal, and other stakeholders in efforts to continuously improve teaching competence and quality in madrasahs.

The implementation of lesson study in the context of academic supervision by the madrasah principal has several advantages (Zakri, 2023). First, lesson study facilitates a more collaborative and participatory supervision process. The principal not only acts as an evaluator but also as a facilitator who supports teachers in developing innovative teaching practices. Second, through lesson study, the madrasah principal gains a deeper understanding of classroom dynamics, making the recommendations more relevant and applicable. Third, lesson study promotes a culture of reflection among teachers and the principal, ultimately contributing to the overall improvement of education quality in madrasahs.

Despite the many benefits of lesson study, its implementation in madrasahs is not without challenges. One of the main challenges is the readiness of the principal and teachers to actively participate in the collaborative, critical, and open process. In some madrasahs, a top-down supervision culture still prevails, where the principal functions more as an evaluator than a mentor. Additionally, time and resource constraints often hinder the sustainable implementation of lesson study (Hanafie Das & Halik, 2021). Another significant challenge is the role of the principal in integrating lesson study into broader academic supervision programs (Sutama et al., 2021). The principal must be able to allocate sufficient time and resources and encourage teachers to actively engage in this process. Moreover, they need to ensure that lesson study becomes an integral part of systematic and continuous efforts to improve the quality of teaching rather than just an additional activity.

In an effort to enhance the effectiveness of academic supervision in madrasahs, strengthening the capacity of madrasah principals through lesson study initiatives is crucial. A principal who can effectively manage and facilitate lesson study will create a more productive learning environment where teachers feel supported in their continuous learning and professional development. Furthermore, the involvement of the madrasah principal in lesson study sets an example for teachers regarding the importance of collaboration, reflection, and innovation in teaching (Rahmawati, 2022).

In facing the challenges of 21st-century education, madrasahs must continue to innovate to improve the quality of learning. Academic supervision by the madrasah principal is key in this process. The implementation of lesson study as part of academic supervision offers a collaborative and reflective approach that can improve the quality of teaching and strengthen the role of the principal as an educational leader. Through lesson study, the principal not only acts as a supervisor but also as a facilitator who helps teachers develop better teaching practices. Therefore, the implementation of lesson

study in academic supervision by madrasah principals is a strategic step in improving the quality of education in madrasahs and in producing graduates with strong academic competence and character.

Several previous studies have been conducted, such as Samsudin (2014) and Emilarni (2022), which focused on the implementation of lesson study at the elementary and junior high school levels, particularly with science teachers and routine collaboration in public school environments. Meanwhile, the primary research focuses on academic supervision in madrasahs, which have specific characteristics and needs related to the context of Islamic religious education. Research by Sarman (2022) developed 21st-century skills-based supervision instruments for schools supported by the Internal Quality Assurance System (SPMI), with an emphasis on lesson planning. This differs from the main research, which emphasizes lesson study as a collaborative medium between the principal and teachers to improve the overall effectiveness of academic supervision.

Mulyana et al. (2023) explored lesson study-based academic supervision models within general schools, focusing on developing a framework aligned with the needs of public school teachers. In contrast, this research highlights lesson study as a targeted strategy to enhance the role of madrasahs, emphasizing its use not only for improving teachers' technical skills in utilizing teaching media but also for fostering a holistic and collaborative academic supervision approach. The distinct focus of this study lies in the madrasah context, where lesson study serves as a tool to strengthen academic supervision tailored to the unique dynamics of Islamic educational institutions. Specifically, this research underscores the role of madrasah principals in lesson study-based supervision, aligning it with the collaborative needs of madrasah education.

The study aims to develop lesson study-based academic supervision strategies that empower madrasah principals to support more effective, participatory, and collaborative learning processes. It addresses the limitations of traditional top-down supervision by advocating for a continuous, inclusive process where principals and teachers collaboratively plan, observe, and reflect on teaching practices. This approach seeks to enhance professional development and improve educational quality in madrasahs. The urgency of this research lies in the need to elevate academic supervision in madrasahs to meet global educational demands, focusing on fostering 21st-century competencies through innovative and collaborative teaching practices. By integrating lesson study into academic supervision, this study contributes to building a sustainable model for educational excellence in the madrasah context.

2. METHODS

This study uses a qualitative approach with a case study method. The case study method was chosen because it allows for in-depth exploration of a specific phenomenon, namely the implementation of lesson study by the principal of MTs Negeri Rejoso. This method is very suitable for understanding unique and complex contexts, such as the involvement of madrasah principals in academic supervision. By focusing on one subject and a particular environment, case studies help reveal the dynamics of processes and experiences in detail that may be difficult to express with other, more general methods.

The subject of this study was the principal of MTs Negeri Rejoso, Pasuruan Regency. The subject of this study only focused on the principal of MTs Negeri Rejoso because he has a key role in the implementation of lesson study and academic supervision at the madrasah. As a party directly involved in the JICA program, the madrasah principal can provide in-depth insights into the implementation and effectiveness of lesson study in his environment. Other subjects were 2 senior teachers who were members of the Teacher Performance Assessment Team (PKG). This study aims to explore more deeply the experiences, challenges, and successes of madrasah principals in adapting this method to improve the quality of learning.

The data collection technique used was in-depth interviews. The interview process was conducted three times to explore the implementation of lesson study at MTs Negeri Rejoso. The interviews used

semi-structured questions, starting with an introduction to the involvement of the madrasah principal in the lesson study program, followed by in-depth questions about the role, challenges, and results achieved. The in-depth interview technique was used to obtain richer views and reflections from the subjects. The interviews were direct to ensure interactive and detailed responses, and provided opportunities for clarification throughout the process.

The data analysis technique in this study followed the stages of Miles and Huberman's qualitative analysis, which included data collection through interviews, data reduction to filter relevant information, and presentation of data in narrative form that illustrates the findings. After that, the researcher drew conclusions based on the patterns that emerged and verified the findings to ensure accuracy. This process allowed the researcher to identify important themes related to the implementation of lesson study in academic supervision and how the madrasah principal implemented it effectively.

3. FINDINGS AND DISCUSSION

3.1. *Planning of Academic Supervision through Lesson Study Initiatives*

A madrasah principal's experience regarding the implementation of lesson study activities after the conclusion of the JICA project revealed both challenges and benefits. Teachers began to recognize the advantages of lesson study, as expressed by one teacher: *"Although there are difficulties, Ma'am, because the teachers feel the benefits of the lesson study activities, it makes it easier for us to organize the plan-do-see schedule."* This shows that the commitment to implementing lesson study has been established since the initial implementation with JICA, creating a strong foundation to continue the practice.

The madrasah principal emphasized that lesson study greatly supports his academic supervisory duties. He stated, *"I find this very helpful. When there's a lesson study, the plan-do-see schedule can be arranged, and I can take advantage of this activity to carry out my additional duties as a madrasah principal."* This indicates that lesson study not only serves as a teaching method but also as a tool to enhance the quality of teaching and supervision in the madrasah.

Furthermore, the principal explained the role of the PKG team in the classroom supervision process. He said, *"Sometimes the PKG team also enters the classroom to conduct assessments, and occasionally, we enter together with the lesson study activities."* This statement highlights the synergy between lesson study and teaching evaluation, where classroom supervision not only focuses on assessment but also on improving the teaching and learning process.

Overall, the conversation reflects the importance of lesson study in improving the quality of education, despite the challenges that need to be addressed. It also affirms the collaborative commitment between the madrasah principal, teachers, and the supervisory team to create a better and more effective learning environment.

Based on the interview findings, several conclusions can be drawn regarding the implementation of lesson study in madrasahs. First, the findings indicate that teachers' commitment to implementing lesson study significantly affects the success of the activity. Despite difficulties, teachers feel involved and recognize the positive impact of the method, encouraging them to continue implementing it. Support from madrasah management also plays a key role in building this commitment.

Second, the principal expressed that lesson study helps with academic supervision. With the "plan-do-see" schedule in place, the principal can use this activity to evaluate teaching, indicating that lesson study not only focuses on improving the quality of learning but also serves as a means to supervise and evaluate the teaching and learning process.

Third, the involvement of the PKG team in the classroom during lesson study highlights the importance of collaboration in improving educational quality. With the PKG team conducting assessments in the same class, there is an opportunity to observe the teaching process directly, provide constructive feedback to teachers, and strengthen the alignment between assessment and learning.

Fourth, although the benefits are clear, the implementation of lesson study also faces challenges, such as time constraints, limited resources, and the readiness of teachers to implement this method. Identifying these challenges is crucial to formulating better support strategies, such as additional training for teachers or improving facilities for lesson study activities.

Overall, the interview results indicate that lesson study has a positive impact on the quality of education in madrasahs. With this activity, teachers are encouraged to collaborate, learn from one another, and apply better teaching methods, which in turn can contribute to improving students' overall learning outcomes. To achieve optimal results, it is important for madrasahs to continue supporting and strengthening the implementation of lesson study, including providing the necessary training and resources.

The research findings on the implementation of lesson study in madrasahs reveal several significant insights. Firstly, lesson study fosters teacher collaboration in planning and evaluating lessons, aligning with findings by Cagatan and Quirap (2024), which highlight the effectiveness of such collaboration in enhancing teaching quality (Hrastinski, 2021; Safriyani & Asmiyah, 2024). Secondly, the role of the madrasah principal in supervision and evaluation is pivotal, as demonstrated by Balayanan and Lumapenet (2024), who show that principals effectively use lesson study to monitor and improve teaching practices. This aligns with global trends where lesson study serves as a managerial tool to refine classroom methodologies (Bautista & Baniqued, 2021). Thirdly, lesson study positively impacts teaching quality and student outcomes by enabling teachers to refine their methods through reflective and collaborative processes. Despite its benefits, the implementation of lesson study faces challenges such as time constraints and limited resources, as noted by Fajaryani (2018), which can reduce its effectiveness. Addressing these challenges requires continuous training and enhanced facilities to support the program's sustainability and success.

3.2. Implementation of Academic Supervision through Lesson Study Initiatives

The above conversation illustrates the dynamics of lesson study implementation and academic supervision at MTs Negeri Rejoso, highlighting the crucial role of the principal and teachers in this process. The principal emphasized that lesson study activities greatly assist in carrying out academic supervision, stating, *"When there is a lesson study, the plan-do-see schedule can be arranged, allowing me to use this activity to fulfill my duties as the principal."* This shows that lesson study functions not only as a teaching method but also as a tool to enhance supervision effectiveness.

On the other hand, although there were initial objections from teachers regarding the role of being a model teacher, the teacher revealed that these objections diminished as the lesson study was repeatedly conducted. He stated, *"Objections to being a model teacher decrease once lesson study is carried out multiple times; some even volunteer to be model teachers."* This reflects a shift in perception among teachers, where positive experiences with lesson study encourage them to be more open and actively participate.

However, the implementation of planning and reflection often faces challenges. The principal explained, *"During reflection time, sometimes we cannot do it immediately... after the open class, teachers still have to teach."* This shows that although there are plans for reflection, real-world challenges often make it difficult to carry out these activities immediately. To address this challenge, the principal confirmed that they had scheduled lesson study every two weeks on Saturdays, stating, *"I scheduled lesson study on Saturdays, once every two weeks."* This scheduling reflects the school's effort to provide enough time for teachers to engage in professional development without disrupting regular teaching hours.

Finally, regarding the follow-up of supervision results, the principal stated, *"The evaluation results are submitted to me,"* indicating that he plays an active role in evaluating and using the supervision results to improve teaching quality at the school. Overall, this conversation reflects the importance of integrating lesson study with academic supervision, where all parties are committed to improving education quality through ongoing collaboration and evaluation.

The analysis of research findings on the implementation of lesson study at MTs Negeri Rejoso shows that this activity can improve teaching quality through proper integration with academic supervision. With the "plan-do-see" schedule, teachers have the opportunity to systematically plan, implement, and reflect on their teaching practices, creating a more innovative and responsive learning environment to meet students' needs.

Additionally, the research findings indicate that teachers' initial objections to the role of model teacher diminish as they have positive experiences with lesson study, with some teachers even volunteering to participate more actively. This reflects a positive change in attitude, where teachers feel more confident and motivated to engage in their professional development.

However, challenges remain in the implementation of lesson study, particularly related to time for reflection after teaching sessions. The principal revealed that reflection often cannot be done immediately after the open class because teachers still have teaching responsibilities. This shows that although there is an effort to conduct lesson study in a structured manner, real-world challenges often make it difficult to translate theory into practice.

In terms of academic supervision, the principal plays an active role in gathering the evaluation results from supervisory activities and using that information for improvement. This approach helps identify areas that need enhancement and formulate strategies for further development.

Overall, the implementation of lesson study at MTs Negeri Rejoso has had a positive impact on teaching and teacher engagement, although challenges remain. With continued support from the school, the quality of education can be further enhanced. For convenience, a summary of academic supervision activities carried out simultaneously with lesson study activities can be seen in Table 1.

Table 1. Summary of Academic Supervision Activities - Lesson Study

Activity	Individual Supervision	Group Supervision
Plan	Guidance on preparing the plan includes: RPP and its components adapted to the applicable curriculum, currently the 2013 Curriculum	Plan forum: the activity is a discussion/presentation. The model teacher conveys the plan that has been designed, other teachers give their opinions, including suggestions for improving the lesson plans and strategies for delivering material
Do	Assessment through the PKG MTs Negeri Rejoso team	The head/team of PKG MTs Negeri Rejoso together with other teachers become observers, observing how students learn, as well as filling out supervision instruments
See	The head/team of PKG MTs Negeri Rejoso observes the learning process in class by filling out the supervision instrument	Together with other teachers, reflect on the results of observations of students in class

This table provides a clear overview of how academic supervision activities are conducted, both individually and in groups. The supervision focuses on the classroom teaching process, from the planning stage to evaluation. Individual supervision is more personal and direct between the supervisor and the teacher being evaluated. The focus is on providing specific guidance and direction to the teacher. In the planning stage, for example, the supervisor will help the teacher develop a lesson plan that aligns with the curriculum. During the implementation stage, the supervisor will directly observe how the teacher implements the lesson plan in the classroom. Group supervision involves more teachers. This activity is more collaborative, where teachers share experiences, provide feedback, and learn together. In this model, teachers are not only observed but also actively participate in observing their peers. This creates a more dynamic and mutually reinforcing learning environment.

In general, supervision activities in this table cover three main stages: 1) Planning: This stage focuses on preparation before teaching takes place. Both in individual and group supervision, the main focus is to ensure that the lesson plan developed is in accordance with the curriculum and the desired learning objectives; 2) Implementation: This stage is when teaching takes place in the classroom. The supervisor will observe how the teacher delivers the material, manages the class, and interacts with students; and 3) Evaluation: This final stage aims to assess the effectiveness of the teaching that has taken place. Both the supervisor and the teacher being supervised will provide assessment and feedback on the teaching process.

In conclusion, this table presents a comprehensive overview of good academic supervision practices. The combination of individual and group supervision allows the objectives of supervision to be achieved, namely improving the quality of classroom teaching. In addition, the involvement of teachers in the supervision process can also increase teacher professionalism and a sense of ownership of the teaching improvement process.

This study shows that academic supervision, both individual and group, has a significant impact on improving the quality of teaching in the classroom. Individual supervision allows for more specific and personal guidance between supervisors and teachers, especially in the preparation of lesson plans and direct observations in the classroom. In contrast, group supervision emphasizes collaboration between teachers, where they share experiences and provide direct feedback, thus creating a dynamic and mutually supportive learning environment.

This finding is consistent with previous research suggesting that collaborative supervision can improve teacher skills and overall teaching quality. Harris dan Sass (2011) shows that teacher involvement in group supervision can strengthen professionalism and student learning outcomes. In addition, research by Fajaryani (2018) also emphasizes the importance of a systematic approach involving planning, implementation, and evaluation in the supervision process. Overall, the combination of individual and group approaches in academic supervision provides more optimal results, increases teacher involvement and strengthens the process of improving the quality of teaching in the classroom.

The model for implementing Lesson Study as a model for academic supervision activities of madrasah heads is described as follows:

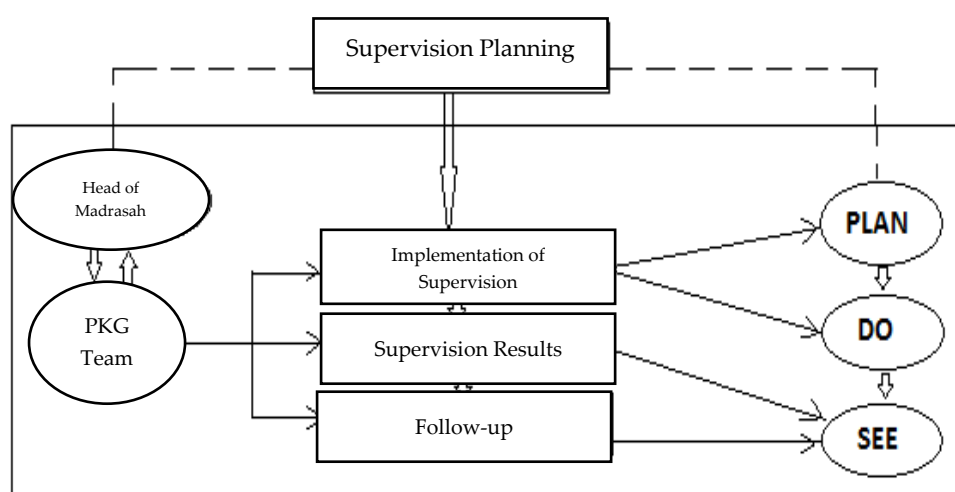


Figure 1. Model of Implementing Lesson Study in Academic Supervision Activities of Madrasah Heads

Figure 1 presents a systematic process of supervising learning in madrasahs. The model involves three main stages: planning, implementation, and evaluation. The head of the madrasah plays a central role in directing this process, while the PKG team actively participates in each stage.

The strengths of this model include its clear and structured process, its involvement of multiple stakeholders, its emphasis on improving the quality of learning, and its ongoing nature, which supports continuous development. However, potential challenges include the increased workload for teachers and the madrasah principal, as well as limitations in available resources. Despite these challenges, the model provides a robust framework for enhancing learning quality in madrasahs. To maximize its effectiveness, it should be tailored to the specific conditions and needs of each madrasah.

Research on the lesson study implementation model in the academic supervision activities of madrasah principals shows that this model involves three main stages: planning, implementation, and evaluation. Madrasah principals play a central role in directing each stage with active support from the PKG team. This model is designed to improve the quality of learning through a clear, structured, and collaborative process. This is in line with research stating that lesson study-based academic supervision provides space for teachers to collaborate, reflect, and improve teaching practices.

This finding is similar to the results of previous studies that underline the importance of the involvement of many parties, including principals, senior teachers, and supervisors in the implementation of lesson study to improve the quality of education. Research by Harris dan Sass (2011) also emphasized that the active involvement of the principal in supervision can improve the quality of teaching and overall student learning outcomes. However, the study also identified potential weaknesses of this model, such as high workload for teachers and principals, and limited resources. These findings are consistent with research by Fajaryani (2018) which highlights that time and resource constraints are significant constraints in implementing lesson study-based supervision. Overall, although this model has a strong framework for improving the quality of learning, adaptation according to the conditions and needs of each madrasah is very necessary for its implementation to be more effective.

3.3. Follow-up of Academic Supervision Results through Lesson Study Initiatives

The results of the supervision carried out by the two teachers were submitted to the head of the madrasah for follow-up. The head of the madrasah explained, *"The assessment results were submitted to me."* The follow-up to the assessment results was carried out through a reflection discussion after the open class was held. The head of the madrasah stated, "I discussed the assessment results during the reflection discussion meeting, after the open class."

Through this reflection discussion, teachers had the opportunity to evaluate their teaching process in more depth. In this forum, strengths and weaknesses in the learning process were explored collaboratively, with the head of the madrasah acting as a facilitator who guided teachers in understanding and utilizing the evaluation results. *"We discussed the results of this supervision together, to find solutions and improvements,"* said the head of the madrasah. This process ensures that supervision is not only an assessment, but also functions as a means of continuous professional development for teachers at the madrasah.

The findings of the study on the supervision process in madrasahs, which involved reflective discussions after the implementation of open classes, showed that supervision is not only limited to formal assessments, but also functions as a professional development tool for teachers. Through reflective discussions, the madrasah principal facilitates collaboration among teachers to identify strengths and weaknesses in the teaching process, and to find solutions together. This is in line with research that emphasizes the importance of collaborative reflection in academic supervision as part of lesson study. For example, research by Fernandez dan Yoshida (2012) emphasizes that the collective reflection process in lesson study can increase teacher involvement in improving the quality of teaching.

This study is also similar to findings by Harris dan Sass (2011), which shows that the principal's involvement in reflective discussions can increase the effectiveness of supervision. In addition, open discussions allow teachers to better understand their teaching practices and collaborate in finding solutions to the challenges they face. However, previous research by Fajaryani (2018) shows that

reflective discussions in lesson study can be constrained by time and resource constraints, especially in schools with busy schedules. Therefore, although this method is effective, adequate time management and support are needed to maximize its results.

4. CONCLUSION

Based on the research findings, it can be concluded that the implementation of academic supervision through Lesson Study is highly effective in improving the quality of teaching in madrasahs. This process enables intensive collaboration among teachers in planning, observing, and reflecting on the learning process, which positively impacts teachers' professional development. The head of the madrasah plays a central role as a facilitator, promoting reflective processes and supervision. However, despite the significant benefits of Lesson Study, there are challenges, such as time and resource constraints that may affect the smooth implementation. Therefore, management support and careful planning are essential to ensure that this method can be optimally applied in madrasahs. Many challenges in implementing Lesson Study are related to resource and support limitations, but this study does not identify in detail how to systematically address these obstacles. Future research should include more concrete recommendations on how to address time and resource constraints, including more effective time management strategies and strengthening managerial support.

REFERENCES

- Almaajid, R., Siregar, N., Novaliza, A., Arifandi, R., Oktafiana, A., Ayumi, M., & Nasution, I. (2023). Supervisi Pendidikan dalam Peningkatan Profesionalisme Guru. *Anwarul*, 3(2), 312–324.
- Bautista, R. G., & Baniqued, W. B. (2021). From Competition to Collaboration: Unraveling Teachers' Lesson Study Experiences. *International Journal of Evaluation and Research in Education*, 10(3), 921–929.
- Cagatan, A. N. P., & Quirap, E. A. (2024). Collaborative Learning and Learners' Academic Performance. *International Journal of Multidisciplinary Research and Analysis*, 7(3). <https://doi.org/10.47191/ijmra/v7-i03-57>
- Emilarni, E. (2022). Peningkatan Kinerja Guru Melalui Teknik Lesson Study Secara Kolaboratif Dan Rutin Di SMPN 11 Batanghari TP 2019/2020. *Journal Education of Batanghari*, 4(1), 71–93.
- Fajaryani, N., Masbirorotni, M., Nuraini, N., Nafrial, N., & Nopianti, N. (2018). Different madrasah, but the same stories: academic and Non-Academic challenges encountered by teachers in teaching a foreign language. *Ta'dib: Jurnal Pendidikan Islam*, 23(1), 65–86.
- Fernandez, C., & Yoshida, M. (2012). *Lesson study: A Japanese approach to improving mathematics teaching and learning*. Routledge.
- Hanafie Das, S. W., & Halik, A. (2021). *Kompetensi Manajerial Kepala Madrasah & Relasinya Terhadap Profesionalisme Guru*. UNSPECIFIED.
- Harris, D. N., & Sass, T. R. (2011). Teacher training, teacher quality and student achievement. *Journal of Public Economics*, 95(7–8), 798–812.
- Hidayat, M., Suhardi, M. M., & Murtikusuma, R. P. (2023). *Supervisi Akademik: Teknik Coaching Peningkat Guru dalam Pembelajaran di Kelas*. Penerbit PAI.
- Hrastinski, S. (2021). Digital tools to support teacher professional development in lesson studies: a systematic literature review. *International Journal for Lesson & Learning Studies*, 10(2), 138–149.
- Juano, A., Ntelok, Z. R. E., & Jediut, M. (2019). Lesson Study sebagai Inovasi untuk Peningkatan Kualitas Pembelajaran. *Randang Tana-Jurnal Pengabdian Masyarakat*, 2(2), 126–136.
- Mulyana, N., Zein, A. A., Mulyana, R., & Rostini, D. (2023). MODEL OF SCHOOL PRINCIPAL ACADEMIC SUPERVISION BASED ON LESSON STUDY. *JURNAL PAJAR (Pendidikan Dan Pengajaran)*, 7(4), 678–690.
- Rahmawati, S. (2022). Kemampuan Guru dalam Mengimplementasikan Model Pembelajaran Lesson Study Mata Pelajaran Matematika di Tingkat Madrasah Tsanawiyah. *JEID: Journal of Educational*

- Integration and Development*, 2(3), 172–186.
- Safriyani, R., & Asmiyah, S. (2024). Madrasah Teachers' Readiness in Developing Collaborative English Teaching Module. *Tell: Teaching of English Language and Literature Journal*, 12(2).
- Samsudin, A. (2014). Supervisi Akademik Pembelajaran IPA Melalui ICT Based Lesson Study Untuk Membangun Learning Community Guru SD. *Mimbar Sekolah Dasar*, 1(1), 77–82.
- Sarman, I. W. (2022). Development of Lesson Plan Study Instrument and Academic Supervision Based on 21st Century Skill Teachers of SPMI Assisted Schools in Palangka Raya City. *Jurnal Ilmiah Kanderang Tingang*, 11(1), 216–234. <https://www.neliti.com/publications/459352/development-of-lesson-plan-study-instrument-and-academic-supervision-based-on-21>
- Savitri, I., Munawwarah, T., Kholizah, N. A., Sani, D. A., Hanifah, F., & Akmalia, R. (2022). Analisis Peran Kepemimpinan Dalam Lembaga Pendidikan Islam di MIS Nurul Fadhilah. *Widya Balina*, 7(2), 583–589.
- Sucilestari, R., & Arizona, K. (2019). Kelas inspirasi berbasis media real melalui pendekatan lesson study. *Transformasi: Jurnal Pengabdian Masyarakat*, 15(1), 23–34.
- Sutama, Hafida, S. H. N., & Novitasari, M. (2021). *Pembelajaran Matematika Kolaboratif: Lesson Study dan Kecakapan Abad-21 di Sekolah Menengah Pertama (SMP)*. Muhammadiyah University Press.
- Yaqin, N. (2016). Manajemen Lembaga Pendidikan Islam. *Madinah: Jurnal Studi Islam*, 3(2), 93–105.
- Zakri, I. S. A. (2023). Upaya Meningkatkan Keterampilan Guru dalam Mengajar dan Memanfaatkan Media Pembelajaran Melalui Supervisi Akademik Model Lesson Study. *Jurnal Multidisiplin Indonesia*, 2(4), 714–729.