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Collaborative-Based Principal Guidance Management to Optimize Teacher Learning Groups: A Case Study at SDN Palasari, Cipanas District, Cianjur Regency

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Abstract: This study aims to analyze the management of school principal's guidance based on collaborative methods in optimizing the effectiveness of teacher learning groups at SDN Palasari, Cipanas District. The main focus of the research includes planning, organizing, implementing, supervising, and evaluating the guidance of school principals in supporting the development of teacher professionalism and improving the quality of learning. This study uses a qualitative approach with a case study method to understand in depth the process of implementing the principal's guidance in the context of elementary schools. Data were collected through in-depth interviews, participatory observations, and documentation studies. Data analysis was carried out using the Miles and Huberman interactive model, which included data reduction, data presentation, and inductive conclusions. The results of the study show that guidance planning is carried out through teacher needs analysis, competency mapping, and the preparation of mentoring and coaching-based programs. Organizing involves the formation of study groups by appointing competent coordinators and facilitators, as well as optimal use of resources. The implementation of guidance is carried out in a participatory manner through lesson study methods, peer teaching, and reflective discussions based on digital technology to strengthen teachers' professional interactions. Supervision is implemented through classroom observation, analysis of learning documents, and joint reflection to ensure program effectiveness and support continuous improvement. The evaluation was carried out formatively and summatively using various instruments, such as satisfaction surveys, reflective interviews, and classroom supervision, to measure the impact of the program on improving teacher competence and student learning outcomes. The findings of this study show that a systematic and sustainable collaborative approach under the guidance of principals contributes significantly to increasing the effectiveness of teacher-learning groups. This case study confirms that collaborative-based guidance of school principals can build a culture of teacher professionalism, encourage learning innovation, and contribute to improving the quality of education in schools.

Keywords: Principal Guidance, Collaborative Methods, Teacher Study Group, Teacher Professionalism, Education Management

INTRODUCTION

Principal-based guidance management based on collaborative methods has a crucial role in optimizing teacher-learning groups. This approach emphasizes cooperation between principals, teachers, and other stakeholders to achieve educational goals collectively. Principals play the role of facilitators in creating a collaborative learning culture, encouraging teacher participation in action research, training, and guidance, and increasing teachers' motivation to share skills and knowledge with peers. (Setyawanto et al., 2023). Leadership models that encourage teachers' active involvement in professional learning communities have been shown to increase teaching and learning effectiveness. (DuFour & Eaker, 2009), (Hobbs et al., 2025)

However, the effectiveness of teacher-learning groups still faces various obstacles in the field. One of the main obstacles is the low motivation of teachers to actively participate in this activity. Some of the factors that contribute to this condition include: (1) a lack of teachers' understanding of the benefits and goals of the study group in improving their professional competence, and (2) a high workload, which often makes it difficult for teachers to spend time in collaborative activities. (Aruan et al., 2025), (Serrano, 2025). Previous research has shown that low appreciation of teachers' work and a less supportive work environment can negatively impact their work motivation and teaching quality (Kraft & Papay, 2014; Mydin et al., 2025).

Another fact reveals that based on data from the Central Statistics Agency (BPS) in 2023, as many as 48% of teachers in Indonesia have not met the set professional competency standards. This indicates the need for a more systematic professional coaching and development strategy. One of the factors that plays a role in improving the quality of teachers is the strong support of the principal. Principals who can implement collaborative leadership strategies can improve teacher motivation and performance through an approach that encourages interaction and exchange of best practices in learning (Glickman, 2002; Karimi & Khawaja, 2025). Conversely, without adequate support, teachers may experience stagnation in the development of their professional competencies.

As a learning leader, the principal has a strategic role in managing and directing the professional development of teachers. Regulation of the Minister of Education and Culture (Permendikbud) No. 6 of 2018 mandates that school principals not only act as administrators but also as supervisors and facilitators of learning. Collaborative method-based approaches are becoming increasingly relevant in this context, where principals not only provide one-way instruction but also build a collaborative work environment and support teachers' professional development on an ongoing basis (Kleiner et al., 2012), (Okoko & Campbell-Chudoba, 2025; Senge, 2006).

The collaborative method in principal guidance management is based on dynamic interaction between the principal and the teacher. In this method, the principal acts as a partner who provides support, and constructive feedback, and creates an inclusive learning environment. This approach is in line with Vygotsky's theory of social learning (Vygotsky, 1978), which emphasizes the importance of social interaction in improving individual abilities. DuFour and Eaker's research (DuFour & Eaker, 2009) revealed that collaborative learning practices in teacher communities can significantly improve student learning outcomes. Another study shows that principals who adopt collaborative leadership can build more effective learning communities by increasing teacher participation and engagement (Buaja et al., 2025)

Previous research has highlighted the importance of collaboration in the management of guidance and counseling services in schools. Anriani, Hasanuddin, and Alam (Anriani et al., 2021) emphasized that collaborative strategies involving school principals, guidance and counseling teachers, and parents are essential to achieve optimal educational outcomes. In addition, research conducted by Setyawanto et al. (Setyawanto et al., 2023) has identified the role of school principals in supporting collaborative learning among teachers. However, these studies have not specifically examined how collaborative method-based principal guidance management can be implemented to optimize teacher learning groups. Thus, this study

contributes to academic studies by exploring the concrete strategies of school principals in applying collaborative methods to improve the effectiveness of teachers' learning groups and the overall quality of learning.

Based on initial interviews with principals and teachers at SDN Palasari, Cipanas District, it was found that the effectiveness of teacher learning groups still needs to be improved as part of the teacher's professional development strategy. The principal at this school has shown a high commitment to supporting the development of teacher competencies, although they still face various challenges in the implementation of a more structured guidance program. Therefore, this study aims to analyze how school principals design, organize, implement, supervise, and evaluate guidance management based on collaborative methods to optimize teacher learning groups at SDN Palasari, Cipanas District.

By exploring aspects of the planning and implementation of collaborative guidance by school principals, this study is expected to provide new insights into effective leadership strategies in teacher professional development. The findings of this study are expected to be a reference for school principals in implementing a more innovative and collaboration-based managerial approach, as well as contributing to the development of a more adaptive and sustainable teacher development model.

METHOD

This study uses a qualitative approach with a case study design, which aims to understand in depth the phenomenon of collaborative-based principal guidance management in teacher learning groups (KBG) at SDN Palasari, Cipanas District, Cianjur Regency. The qualitative approach was chosen because it allows for contextual and holistic exploration of phenomena, while case study designs are used to understand the complexity and dynamics of interactions in real-world contexts (Adrias & Ruswandi, 2025; Creswell, 2015; Yin, 2017). The case study provides an opportunity to explore how principals design, implement, and evaluate collaborative mentoring strategies to improve teacher learning effectiveness.

The research subjects consist of principals, teachers, and other stakeholders involved in collaborative-based guidance management. Participant selection was carried out through purposive sampling techniques, in which individuals who had direct involvement with the phenomenon being studied were selected based on specific criteria. The main participants in this study are school principals as the main leaders in guidance strategies, teachers who are active in KBG, as well as external parties such as school supervisors or school committees who play a role in supporting teacher professional development. The number of participants is determined based on the principle of data saturation, which is when the information obtained has been repeated and no new findings have emerged so that the analysis can be carried out in a more in-depth and accurate manner (Guest et al., 2006).

Data in this study was collected through in-depth interviews, participatory observations, and documentation studies to ensure the validity and depth of the information. Interviews were conducted in a semi-structured manner with principals, teachers, and other stakeholders to gather information about collaborative leadership strategies in teacher guidance. This approach provides flexibility for researchers to tailor questions based on participants' responses and develop a deeper understanding of the phenomenon being studied (Merriam, 2009). In addition to interviews, participatory observation was carried out by directly participating in guidance activities facilitated by the principal and observing the interaction between the principal and the teacher. This observation recorded communication patterns, group dynamics, and the effectiveness of guidance methods in increasing teacher participation. To complement the data obtained, this study also uses a documentation study that includes an analysis of guidance plans, meeting minutes, and activity reports that provide a broader picture of the implementation of collaborative guidance policies in schools (Bowen, 2009).

Data analysis was carried out using thematic analysis as developed by Miles, Huberman, and Saldaña (Adrias & Ruswandi, 2025; Miles et al., 2014). This analysis process consists of several stages, starting with data transcription, where the results of interviews and observations are converted into text. After that, coding is carried out to identify the main patterns that emerge from the data. The codes that have been categorized are then grouped into main themes that describe various aspects of the implementation of collaborative guidance, such as the role of school principals, interaction patterns in KBG, and obstacles and solutions in its implementation. In the final stage, the interpretation of the findings was carried out, which linked the results of the analysis with the theory of educational leadership and collaborative professional learning, and compared it with previous research.

To improve the validity and reliability of the data, this study applied three main strategies: data triangulation, member check, and peer review. Data triangulation is carried out by comparing the results of various data collection techniques, namely interviews, observations, and documentation, to ensure the consistency of findings and reduce bias (Patton, 2014). Member checks are implemented by allowing participants to review the results of the interview and interpret the findings, thus ensuring that the data presented truly represents their experience (Denzin & Lincoln, 1996). In addition, peer review is conducted, namely discussions with academics and education practitioners to obtain input and constructive criticism to increase the credibility of research results (Tisdell et al., 2025).

RESULTS AND DISCUSSION

Research Results

Planning for Principal Guidance Based on Collaborative Methods

Based on the results of interviews, observations, and documentation studies, the planning of school principals based on collaborative methods in optimizing teacher learning groups (KBG) at SDN Palasari, Cipanas District, begins with an analysis of the needs for teacher professional development. The principal conducts competency mapping by identifying the advantages, challenges, and specific needs faced by teachers in learning practice. This analysis is carried out through reflective discussions with teachers, observation of learning in the classroom, and evaluation of student learning outcomes.

In an interview, the principal said that this mapping aims to understand the extent to which teachers' pedagogic and professional competencies have developed, as well as identify aspects that still need improvement. One of the teachers stated:

“Setiap awal tahun ajaran, kami berdiskusi dengan kepala sekolah mengenai tantangan yang kami hadapi dalam mengajar. Dari sana, beliau menyusun program bimbingan agar kami bisa saling belajar dan berbagi pengalaman.” (Wawancara dengan Guru A)

Based on the results of the mapping, the principal prepared a guidance design based on collaborative methods, with the main focus on mentoring and coaching-based mentoring. In this scheme, more experienced teachers guide teachers who still need to improve their competencies in certain aspects, both in learning strategies, classroom management, and the integration of technology in learning.

The principal plays the role of a facilitator, not just a director or supervisor, but also a learning leader who creates a school environment that supports innovation and collaboration between teachers. One of the guidance planning documents analyzed showed that the principal had designed a series of guidance activities involving reflective group discussions, experiential workshops, and micro-teaching in the teacher-learning community. In an interview, the principal emphasized:

Saya ingin memastikan bahwa guru tidak merasa terbebani dengan bimbingan ini. Oleh karena itu, saya menggunakan pendekatan kolaboratif, di mana mereka bisa belajar dari satu sama lain tanpa merasa seperti sedang diawasi.” (Wawancara dengan Kepala Sekolah)

In addition, the use of digital technology is an important part of planning this guidance. Teachers are given access to online platforms to share materials, discuss obstacles faced, and reflect together in a virtual community. The document from the principal's meeting with teachers shows that the use of this technology aims to increase the flexibility and effectiveness of tutoring, especially in conditions where face-to-face meetings are limited. One of the teachers stated:

“Kami menggunakan grup WhatsApp dan Google Classroom untuk berbagi materi serta berdiskusi setelah sesi bimbingan. Ini membantu kami tetap terhubung meskipun jadwal mengajar padat.” (Wawancara dengan Guru B)

To ensure the effectiveness of this guidance program, periodic evaluations are carried out through various methods, such as classroom observations, interviews with teachers and students, and analysis of student learning outcomes. Principals routinely observe the learning process in the classroom, provide constructive feedback, and hold reflective meetings with teachers to assess the impact of the guidance program on improving the quality of teaching. The results of the evaluation report show that this collaborative approach has increased teacher involvement in study groups, strengthened the practice of sharing experiences, and had a positive impact on the quality of student learning.

Overall, with systematic, collaboration-based planning, and utilizing technology as a support tool, the teacher-learning group at SDN Palasari has developed into a more dynamic and innovative professional community. This approach is expected not only to improve teachers' pedagogic competence but also to improve the overall quality of education in schools.

Organizing Principal Guidance Based on Collaborative Methods

Based on the results of interviews, observations, and documentation studies, the organization of guidance for school principals based on collaborative methods in optimizing teacher learning groups (KBG) at SDN Palasari is carried out through several strategic steps aimed at creating a dynamic and sustainable learning environment. The principal starts by forming the organizational structure of KBG, where each learning group is led by a coordinator and facilitator who has more competence and experience in learning.

The principal emphasized that the existence of coordinators and facilitators is very important to ensure that guidance activities run in a structured manner and achieve the goals of teacher professional development. In the interview, the principal explained:

“Saya memilih koordinator dari guru yang memiliki kepemimpinan kuat dan mampu mengorganisir kegiatan. Mereka bertanggung jawab atas perencanaan pertemuan dan memastikan bahwa setiap guru berpartisipasi aktif.” (Wawancara dengan Kepala Sekolah)

The coordinator is tasked with arranging regular meeting schedules, identifying teacher development needs, and ensuring the active involvement of all group members. In the study group work plan document analyzed, it is explained that every month there are regular meetings, with an agenda prepared based on the actual needs of the teachers. A teacher who acts as a coordinator conveys:

“Sebagai koordinator, tugas saya bukan hanya mengatur jadwal, tetapi juga menampung masukan dari rekan-rekan guru mengenai topik yang ingin dibahas dalam setiap sesi bimbingan.” (Wawancara dengan Koordinator KBG)

In addition to the coordinator, facilitators consisting of senior teachers, school supervisors, or education partners have a role in providing direction, accompanying discussions, and facilitating the exchange of good practices. A facilitator who is a senior teacher stated:

“Kami berbagi pengalaman dalam mengelola kelas dan menyampaikan materi yang lebih efektif. Saya merasa program ini membantu kami untuk terus belajar dan berkembang bersama.” (Wawancara dengan Guru Senior)

After the organizational structure was formed, the principal developed the KBG work mechanism which included the preparation of regular meeting schedules, the creation of discussion agendas, and the application of collaborative learning methods. In the KBG activity plan document, it is stated that the methods used include:

1. *Lesson Study*, Teachers jointly design, observe, and reflect on learning to increase the effectiveness of teaching methods.
2. *Peer Teaching*, Teachers share teaching strategies with peers, get feedback, and apply new techniques in learning.
3. *Reflective Discussions*, Teachers discuss the learning challenges they face and share solutions based on experiences and best practices.

The principal ensures that each method used is tailored to the needs of the teacher and relevant to the challenges faced in the classroom. A teacher stated:

“Lesson study sangat membantu kami dalam memahami bagaimana cara mengajar yang lebih efektif, terutama setelah kami bersama-sama mengamati dan merefleksikan praktik yang dilakukan.” (Wawancara dengan Guru B)

In addition to regulating the internal work system of KBG, the principal also ensures that this activity is supported by adequate resources, including teaching materials, access to technology, and conducive discussion spaces. In the guidance report document, it is stated that the principal provides access to technological devices such as projectors and online learning platforms to support discussions and exchange of materials. A teacher delivers:

“Kami sering menggunakan Google Classroom dan grup WhatsApp untuk berbagi materi, bertanya, dan berdiskusi mengenai kendala yang kami hadapi di kelas.” (Wawancara dengan Guru C)

Furthermore, school principals also collaborate with external parties, such as the teacher community, universities, and training institutions to enrich insights and improve teachers' pedagogic skills. In the school work program document, it is recorded that SDN Palasari collaborates with the education office and teacher training institutions, which periodically hold training and seminars for teachers. The Principal stated:

“Kami bekerja sama dengan lembaga pelatihan dan universitas untuk memberikan sesi pelatihan tambahan bagi guru, terutama dalam pemanfaatan teknologi dalam pembelajaran.” (Wawancara dengan Kepala Sekolah)

Overall, the organization of guidance for principals based on collaborative methods at SDN Palasari is carried out systematically through the formation of a clear organizational structure, the implementation of effective work mechanisms, the provision of supporting resources, and collaboration with external parties. This strategy has created a more dynamic and innovative learning community, where teachers can share experiences, develop competencies, and improve the quality of learning in an ongoing manner.

Implementation of Guidance for School Principals Based on Collaborative Methods

Based on the results of interviews, observations, and documentation studies, the implementation of collaborative method-based guidance at SDN Palasari is carried out through a structured strategy oriented toward improving teacher professionalism. The principal not only acts as an administrative leader but also as a learning facilitator, which ensures that the teacher learning group (KBG) runs effectively and sustainably.

The first stage in the implementation of guidance is an initial meeting that aims to equalize perceptions about the objectives, benefits, and technicalities of the implementation of teacher learning groups. At this stage, the principal held an open discussion session with the teacher to explain the importance of collaboration in improving their professional competence. In addition, teachers are allowed to participate in developing an activity agenda and determine the collaborative learning method that best suits their needs, such as lesson study, coaching, mentoring, or real-life case-based reflective discussions in the classroom. In an interview, the principal stated:

“Saya ingin agar guru merasa bahwa mereka memiliki peran aktif dalam kelompok belajar ini. Oleh karena itu, dalam pertemuan awal, kami berdiskusi bersama untuk menentukan metode yang paling relevan dengan tantangan yang mereka hadapi.” (Wawancara dengan Kepala Sekolah)

A teacher who is active in the study group also conveyed:

“Kami tidak hanya menerima arahan dari kepala sekolah, tetapi juga terlibat dalam menentukan topik yang akan dibahas setiap pertemuan. Hal ini membuat kami lebih termotivasi untuk berpartisipasi.” (Wawancara dengan Guru A)

The second stage in the implementation of guidance is the implementation of activities regularly with a flexible and participatory format. Tutoring is conducted in a variety of formats, including group discussions, experiential sessions, and exploration of more effective learning strategies. Teachers are allowed to discuss the learning problems they face in the classroom and explore solutions together. The principal plays the role of a facilitator who encourages open communication and cooperation between teachers, as well as creates a conducive and mutually supportive discussion atmosphere.

In the observations made during the guidance session, it was seen that more experienced teachers were given the role of mentors for other teachers who needed guidance, creating a culture of mutual learning in the school community. A teacher who acts as a mentor conveys:

“Saya merasa senang bisa berbagi pengalaman dengan rekan-rekan guru yang lebih muda. Kami belajar bersama, bukan hanya satu pihak yang mengajar dan yang lain belajar, tetapi saling bertukar pengalaman.” (Wawancara dengan Mentor Guru)

The third stage is the integration of the use of technology in collaborative learning. School principals utilize online discussion groups, learning modules or videos, and shared reflections through digital journals to ensure that guidance does not only happen face-to-face but also in digital spaces. In the guidance planning document, it is noted that teachers are given access to Google Classroom and WhatsApp groups to share materials, discuss challenges in teaching, and reflect on their experiences in implementing new methods in the classroom. One of the teachers stated:

“Kami sering menggunakan grup WhatsApp untuk berdiskusi dan bertukar ide setelah sesi tatap muka. Ini sangat membantu karena terkadang kami tidak memiliki cukup waktu di sekolah untuk menyelesaikan diskusi.” (Wawancara dengan Guru B)

In addition, in the observations made, it can be seen that school principals also use technology to collect feedback from teachers through online questionnaires that allow them to convey their experiences, challenges, and suggestions for future guidance program improvements.

The last stage is monitoring and evaluation to ensure the sustainability of the program and measure the impact of guidance on improving teacher competence and student learning outcomes. Evaluations are carried out through various methods, including classroom observations, reflective interviews with teachers, and analysis of student learning outcome documents. The principal regularly visits the classroom to observe how the strategies that have been discussed in the study group are applied in teaching.

In the guidance evaluation report document, it was found that the majority of teachers experienced improvements in classroom management skills, implemented technology-based learning, and developed more innovative learning methods. A teacher noted in his reflective journal:

“Sejak mengikuti program bimbingan ini, saya merasa lebih percaya diri dalam menggunakan metode pembelajaran yang lebih interaktif. Siswa saya juga menjadi lebih aktif dalam kelas.” (Wawancara Guru C)

Furthermore, the principal also held an evaluation session with the teacher to discuss the progress that has been achieved and determine the next steps in the guidance program. In the interview, the principal explained:

“Evaluasi sangat penting untuk memastikan bahwa program ini benar-benar berdampak. Kami tidak hanya melihat hasil akademik siswa, tetapi juga bagaimana perubahan terjadi dalam praktik mengajar guru.” (Wawancara dengan Kepala Sekolah,)

Overall, the implementation of collaborative method-based principal guidance at SDN Palasari has created a more dynamic and innovative learning ecosystem. Through an approach that involves teachers as active partners, the use of technology, and systematic evaluation, the program has increased teacher professional engagement and competence, which ultimately has a positive impact on the quality of learning and student learning outcomes.

Evaluation of Principal Guidance Based on Collaborative Methods

The evaluation of the principal's guidance based on the collaborative method in optimizing the teacher learning group (KBG) at SDN Palasari was carried out comprehensively and continuously to measure the effectiveness of the program and its impact on improving teacher competence and learning quality. This evaluation includes aspects of planning, implementation, results, and follow-up needed for the program to continue to develop optimally.

Formative evaluations are carried out periodically during the mentoring process to assess teacher participation, the effectiveness of guidance methods, and the implementation of guidance results in classroom teaching. The principal used various evaluation techniques, such as direct observation of KBG activities, analysis of teachers' reflection journals, and collection of feedback through informal interviews and group discussions.

In an interview, the principal stated:

“Saya selalu melakukan pemantauan saat sesi bimbingan berlangsung. Saya ingin melihat bagaimana guru berinteraksi, apakah mereka benar-benar aktif atau hanya hadir secara formal.” (Wawancara dengan Kepala Sekolah)

In addition, the principal also collects reflective journals written by teachers to understand how they process learning in the study group. A teacher noted in his reflective journal:

“Saya merasa lebih percaya diri dalam menggunakan metode diskusi kelompok setelah mengikuti bimbingan ini. Siswa saya juga lebih aktif dalam bertanya dan berdiskusi di kelas.” (Wawancara Guru A)

In the documentation study, it was found that school principals routinely analyze the lesson plans prepared by teachers before and after the guidance, to see if there is an improvement in learning planning. The observation paper also showed that teachers began to adopt more interactive learning methods after engaging in reflective discussions in KBG.

The summative evaluation was conducted at the end of the mentorship period to measure changes in the quality of teacher teaching and student learning outcomes. Principals use a variety of instruments, such as interviews, teacher satisfaction surveys, classroom supervision, and analysis of student assessment results to evaluate the extent to which the program impacts learning.

A teacher delivers in a reflective interview:

“Saya merasa lebih terbantu dengan pendekatan coaching yang diterapkan. Saya mendapat banyak masukan dari mentor, dan saya bisa langsung menerapkannya di kelas.” (Wawancara dengan Guru B)

Classroom supervision is carried out by observing the application of learning strategies that have been learned in the study group. In one of the supervision sessions, the principal found that some teachers still face obstacles in implementing discussion-based learning. Therefore, the principal provides additional tutoring sessions as well as individual mentoring to ensure that teachers can effectively apply the methods they have learned.

In the evaluation document, it was noted that the majority of teachers experienced improvements in managing classes, developing more interactive learning plans, and increasing student involvement in the learning process. In addition, the results of the students' assessments showed an increase in average scores, especially in the aspects of problem-solving and critical thinking, which were the focus of some tutoring sessions.

The results of the evaluation were then discussed in a reflective meeting attended by the principal and all teachers. In this meeting, teachers shared their experiences in implementing the results of the guidance, providing input on the program, and designing strategies for future improvement. In the observation of reflective meetings, it can be seen that teachers are starting to be more open in conveying the obstacles they face and giving suggestions to improve the effectiveness of guidance. A teacher stated:

“Saya merasa lebih nyaman untuk berdiskusi di sesi reflektif ini karena kami tidak hanya mengevaluasi, tetapi juga mencari solusi bersama.” (Wawancara dengan Guru C)

The principal also prepares an evaluation report that includes successes, obstacles, and follow-up recommendations for future guidance program improvements. In the evaluation document analyzed, it was stated that this program will be strengthened by increasing individual mentoring sessions for teachers who are still experiencing difficulties and increasing collaboration with external partners to provide additional training.

“Evaluasi ini membantu kami untuk melihat apa yang sudah berhasil dan apa yang masih perlu diperbaiki. Saya ingin memastikan bahwa kelompok belajar ini bukan hanya kegiatan sesaat, tetapi menjadi budaya yang terus berkembang.” (Wawancara dengan Kepala Sekolah)

Overall, a systematic and collaboration-based evaluation ensures that teacher learning groups are not only effective but also continue to grow and have a sustainable positive impact on the quality of education in schools. With a comprehensive formative and summative evaluation, this guidance program can continue to be improved to further support the development of teacher professionalism and improve the quality of learning at SDN Palasari.

Discussion

Planning for school principals based on collaborative methods is a strategic step in optimizing teacher-learning groups. This approach is in line with education management theory which emphasizes the importance of collaboration in teacher professional development to improve learning effectiveness (Hargreaves & O'Connor, 2018). Planning is an essential basic function of management in the effective achievement of organizational goals. In the context of education, this planning includes the identification of professional development needs, intervention strategies, and continuous evaluation of the impact of the implemented program (Guskey, 2002).

At SDN Palasari, Cipanas District, the planning of the teacher guidance program begins with a needs analysis through mapping competencies, challenges, and specific needs in learning. This step is in line with the data-driven approach to teacher professional development recommended by Darling-Hammond et al. (Darling-Hammond et al., 2017), where teacher training needs should be based on empirical and reflective analysis of learning practices. This strategy not only helps in setting more relevant goals but also increases the effectiveness of the coaching program.

The guidance design implemented includes a mentoring and coaching approach, where more experienced teachers mentor their peers who need to improve their competencies. This model is effective in improving teacher professionalism as well as creating a more supportive and innovative learning environment (Kraft et al., 2018). The principal plays the role of a facilitator in building a collaborative culture, where each teacher feels supported in the development of his or her competencies. Barth (Barth, 1990) states that the collaborative leadership of school principals has a crucial role in creating a school culture that is conducive to continuous learning.

Selain itu, pemanfaatan teknologi dalam bimbingan guru, seperti platform daring untuk berbagi materi, diskusi, dan refleksi bersama, telah terbukti meningkatkan efektivitas kelompok belajar guru (Prestridge, 2017). Integrasi teknologi dalam pengembangan profesional guru memungkinkan akses yang lebih luas terhadap sumber daya pembelajaran dan memperkuat interaksi antarguru secara fleksibel. Hal ini sejalan dengan penelitian Lieberman dan Mace (Lieberman & Pointer Mace, 2010) yang menekankan pentingnya komunitas praktik dalam pengembangan profesional guru, di mana guru dapat terus belajar dan berinovasi melalui kerja sama yang berkelanjutan.

In addition, the use of technology in teacher guidance, such as online platforms for sharing materials, discussions, and reflections, has been shown to increase the effectiveness of teacher-learning groups (Prestridge, 2017). The integration of technology in teacher professional development allows for wider access to learning resources and strengthens flexible interaction between teachers. This is in line with the research of Lieberman and Mace (Lieberman & Pointer Mace, 2010) which emphasizes the importance of community of practice in the professional development of teachers, where teachers can continuously learn and innovate through continuous cooperation.

Evaluation of the guidance program is carried out periodically through class observation, interviews, and analysis of student learning outcomes. Systematic evaluation allows reflection on the effectiveness of the strategies implemented and continuous improvement of the program (Avalos, 2011). With a data-based and collaborative approach, it is hoped that the teacher

learning group at SDN Palasari can develop optimally and have a positive impact on improving the quality of learning in schools

Organizing the guidance of school principals with a collaborative method is a crucial step in optimizing teacher-learning groups. Organizing in education management includes not only the division of tasks but also ensuring effective coordination between the various actors involved in the professional development of teachers (Bush, 2020). Terry (Anderson, 2008) emphasizes that organizing is a management function that involves determining the resources and activities necessary to achieve a specific goal. In this context, the principal at SDN Palasari establishes the organizational structure of the teacher's learning group by appointing competent and experienced coordinators and facilitators.

The coordinator of the teacher learning group has a strategic role in scheduling meetings, identifying teachers' professional development needs, and ensuring the active participation of all members. A study by Desimone & Pak (Desimone & Pak, 2017) shows that an effective teacher-learning group structure depends on good coordination as well as the active involvement of all members in sharing best practices. Meanwhile, facilitators consisting of senior teachers, supervisors, or educational partners play a role in providing direction, guiding discussions, and facilitating pedagogical reflection. The role of facilitators in learning communities has been shown to accelerate teacher competency improvement and increase the effectiveness of learning in the classroom (Avalos, 2011).

Sergiovanni (Sergiovanni, 1987) posits that effective leadership involves collaboration between principals and teachers to achieve a shared vision. Therefore, the principal must play the role of instructional leader by creating an environment that supports the exchange of ideas and experiences between teachers. The principal develops the study group work mechanism through the preparation of regular meeting schedules, the creation of structured discussion agendas, and the application of collaborative learning methods such as *lesson study*, *peer teaching*, and reflective discussions. This model has been shown to increase teachers' capacity to design and implement more effective learning strategies (Lewis et al., 2019).

In addition, organizing teacher guidance also involves providing adequate resources. Research by Darling-Hammond et al. (2017) shows that the success of teachers' professional development depends on access to quality teaching materials, the use of technology in learning, and an environment that supports professional interaction. Therefore, the principal at SDN Palasari ensures the availability of resources such as teaching materials, online platforms for collaboration, and conducive discussion spaces. Furthermore, the principal also collaborates with the teacher community, universities, and external training institutions to expand teachers' insights and skills. This collaboration with external institutions contributes to the improvement of teacher professionalism through the sharing of experiences and the adoption of innovative practices in learning (Vescio et al., 2008).

With a systematic approach in organizing collaborative-based guidance, it is hoped that teacher learning groups can develop into a professional community that is active, reflective, and oriented towards improving the quality of learning.

The implementation of collaborative-based guidance by principals at SDN Palasari is carried out through a series of structured strategies that focus on improving teacher professionalism. Fullan (Fullan, 2016) emphasized that effective educational change requires the active involvement of all parties in the school community. The principle of collaboration in the development of teacher professionalism has been shown to improve the quality of teaching and student learning outcomes (Vescio et al., 2008). Therefore, the principal applies four main strategies in the implementation of collaborative-based guidance.

1. Perception Equalization and Collaborative Planning

The first step in collaborative guidance is to hold an initial meeting to equalize perceptions regarding the goals, benefits, and technicalities of implementing the teacher-learning group.

Teachers' participation in the preparation of agendas and the selection of collaborative learning methods, such as lesson study, coaching, mentoring, or reflective discussions based on real case studies in the classroom, are important elements in ensuring the effectiveness of the program (Lewis, 2021). By involving teachers in the planning process, they feel more in ownership of the program, thus increasing motivation and involvement in its implementation (Darling-Hammond et al., 2017).

2. Implementation of Routine and Participatory Guidance

Guidance activities are carried out regularly in a flexible and participatory format. Teachers are allowed to share experiences, discuss learning challenges, and explore new and more effective strategies. The principal plays the role of a facilitator who encourages open communication and cooperation between teachers. This approach creates a *culture of peer learning*, which has been proven effective in improving pedagogic skills and fostering a sense of community in the school community (Kraft et al., 2018).

3. Integration of Technology in Collaborative Learning

The use of technology is a key element in expanding the reach and effectiveness of teacher guidance. The principal integrates the use of online platforms for discussions, sharing learning modules and videos, and joint reflection through digital journals. Lieberman and Mace (Lieberman & Pointer Mace, 2010) highlight that technology can expand the scope of collaboration and increase the effectiveness of professional learning among teachers. A study by Prestridge (Prestridge, 2017) also shows that technology supports more dynamic interactions between educators, allowing them to provide feedback to each other more quickly and in-depth.

4. Continuous Evaluation and Impact Measurement

To ensure the sustainability and effectiveness of the program, the principal conducts classroom observations, reflective interviews, and periodic evaluations to measure the impact of guidance on improving teacher competence and student learning outcomes. Data-driven evaluations help identify areas of need for improvement as well as reinforce strategies that have proven to be successful (Guskey, 2002). With this reflective and evidence-based approach, schools can continue to develop learning innovations that have a positive impact on students. With the implementation of this strategy, it is hoped that collaborative-based guidance can create a more dynamic learning environment, increase teacher professionalism, and contribute to sustainably improving the quality of education.

Pengawasan bimbingan kepala sekolah berbasis metode kolaboratif merupakan upaya strategis untuk memastikan efektivitas kelompok belajar guru. Kepala sekolah tidak hanya bertindak sebagai supervisor, tetapi juga sebagai fasilitator yang memberikan dukungan serta umpan balik konstruktif guna meningkatkan kompetensi guru (Bush, 2020). Sergiovanni (Sergiovanni, 1987) menekankan bahwa kepemimpinan yang efektif melibatkan kolaborasi antara kepala sekolah dan guru dalam mencapai tujuan pendidikan yang optimal.

Supervision of school principals based on collaborative methods is a strategic effort to ensure the effectiveness of teacher-learning groups. The principal not only acts as a supervisor but also as a facilitator who provides support and constructive feedback to improve teacher competence (Bush, 2020). Sergiovanni (Sergiovanni, 1987) emphasizes that effective leadership involves collaboration between principals and teachers in achieving optimal educational goals.

At SDN Palasari, the principal implements supervision through various strategies, such as direct observation of teacher learning group activities (*lesson study*, *peer coaching*, and *reflective teaching*). This observation aims to assess teacher involvement, the effectiveness of collaborative learning strategies, and identify obstacles faced during the process. Academic supervision is also carried out by analyzing the documents of the study group results, such as

reflection journals and collaborative learning plans. This approach is in line with Barth's (Barth, 1990) view, which states that reflection-based collaborative supervision can improve teacher performance and encourage innovation in learning

In addition, periodic evaluations are carried out by collecting feedback from study group participants through reflective discussions. The principal also engages the school supervisor or external parties to provide a broader perspective in supervision, aiming to improve the quality of guidance. A study by Darling-Hammond et al. (Darling-Hammond et al., 2017) show that support-based supervision, rather than just assessment, can improve teacher motivation and performance.

Evaluation of school principal's guidance based on collaborative methods is a crucial step in optimizing teacher learning groups and improving the quality of learning. This evaluation includes an assessment of the planning, implementation, results, and follow-up of the guidance program. Terry (1997) emphasized that evaluation is one of the essential management functions to ensure the effective achievement of organizational goals.

At SDN Palasari, the evaluation is carried out formative and summative. Formative evaluation is carried out during the mentoring process through direct observation of learning group activities, teacher involvement in discussions, and the application of strategies that have been learned in teaching practice. Data was collected through teacher reflection journals, lesson planning documents, and participant feedback to identify challenges and areas for improvement. This approach is in line with Fullan (1991), who stated that continuous evaluation is essential in ensuring the effectiveness of educational change.

The summative evaluation is carried out at the end of the mentorship period to assess the final results of the program. The instruments used included interviews, satisfaction surveys, and analysis of changes in teaching quality and student learning outcomes. Classroom supervision is also carried out to assess the extent to which the methods that have been learned in the study group are applied in classroom learning. Barth (1990) emphasized that collaboration-based evaluation between principals and teachers can improve teaching performance and learning quality.

The results of the evaluation are then discussed in a reflective meeting with teachers, where they can share experiences, provide input, and design improvement strategies. The principal prepares an evaluation report that includes successes, obstacles, and follow-up plans for the improvement of the guidance program. With systematic and collaboration-based evaluation, the principal can ensure that the teacher's learning group at SDN Palasari runs effectively, develops sustainably, and contributes to improving the quality of education in schools.

CONCLUSION

Guidance from school principals based on collaborative methods has proven to be an effective strategy in optimizing teacher-learning groups and improving the quality of learning. This mentorship process includes four main stages: planning, organizing, implementing, and ongoing monitoring and evaluation.

The planning stage begins with an analysis of teacher needs through mapping competencies and learning challenges, which is then realized in a mentoring-based guidance design, *coaching*, and the use of technology as a facilitator of collaborative learning. At the organizing stage, the principal establishes an effective learning group structure by appointing competent coordinators and facilitators and establishing partnerships with external parties to enrich teachers' insights and skills.

At the implementation stage, the principal acts as a facilitator who encourages collaboration through various methods such as *lesson study*, *peer teaching*, and reflective discussion. The use of digital platforms also contributes to expanding access to learning resources and increasing teacher interaction and involvement in the professional community.

The supervision and evaluation stage is carried out through classroom observation, analysis of learning documents, and joint reflection to ensure the effectiveness of guidance. Formative and summative evaluations were applied to measure the impact of the program on teacher competency improvement and student learning outcomes, using instruments such as interviews, satisfaction surveys, and classroom supervision to identify challenges and design sustainable improvement strategies.

With a structured collaborative approach, the guidance of the principal at SDN Palasari not only enhances the professional skills of teachers, but also creates a reflective, adaptive, and innovative learning culture. Furthermore, this approach has a positive impact on the overall quality of school education, building a sustainable learning ecosystem, and strengthening collaboration within the school community.

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