

CLINICAL SUPERVISION FEEDBACK TO ENHANCE TEACHERS' LEARNING AGILITY

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ABSTRACT

Education in the 21st century requires teachers with high learning agility to deliver quality learning experiences. One way to improve learning quality is through clinical supervision. This study focuses on the final stage of clinical supervision, the feedback session, as an effort to enhance teachers' learning agility. The research uses a descriptive qualitative method. Data is collected through interviews and documentation from the school principal, teachers, and students. The validity of the data is ensured through triangulation of methods and sources. The feedback session analyzes efforts to improve the dimensions of learning agility, namely social agility, mental agility, change agility, and results agility, through the clinical supervision feedback stage. In this final stage, teachers and the principal reflect on the teacher's strengths and areas for improvement together, discussing the necessary skill enhancement steps. The research shows that during the feedback session process, in addition to the four dimensions of learning agility, the dimensions of teacher flexibility and speed were also developed.

KEYWORDS *Clinical Supervision, Learning Agility, Teachers*



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INTRODUCTION

The 21st century is characterized by the rapid development of communication and transportation technology that is increasingly sophisticated so that information exchange occurs very massively. This rapid development also affects the education process so that the 21st century education paradigm emerges. The educational paradigm in the 21st century is characterized by the development of 4C skills (critical thinking, collaborative, communicative, and creative) to face the industrial revolution 4.0. In this century, there are rapid and unpredictable changes in all aspects of life in the fields of economy, transportation, technology, communication, information, and others. This rapid change can provide opportunities if it can be

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utilized properly, but it can also be a disaster if it is not anticipated systematically, structured, and measured (Rosnaeni, 2021).

This rapid and unpredictable change requires the development of learning agility competencies for both students and teachers to carry out education in the 21st century. Learning agility is a capability that is built continuously so that in the future our organizations are able to respond to changes in an agile, effective, timely and sustainable manner (Kasali, 2014). Learning agility in learning can be defined as the ability to implement past experiences to face challenges in future roles. Teachers with learning agility will be able to achieve optimal performance in improving the quality of learning.

The Community Learning Center (PKBM) Sekolah Murid Merdeka (SMM) is the first blended learning school in Indonesia that was established in 2019. Since its inception, SMM has wanted to answer the challenges of learning in the 21st century. Various learning approaches have been tried and are still innovating in responding to the challenges of 21st century education, such as providing a learning management system, branch schools in various cities, various choices of learning methods, and curriculum development. As a school that is innovating, SMM continues to evaluate its teaching development to meet the challenges of the 21st century. One of the things that must be prepared in facing the industrial revolution 4.0 is the preparation of responsive, adaptive and reliable human resources to face the industrial revolution 4.0. Therefore, in this discussion, the solution to these educational challenges is to prepare teachers in the use of current technology and maximize the ability of teachers to use the latest technological equipment (Fitriah & Mirianda, 2019).

Each branch school of PKBM SMM has different characteristics and challenges. PKBM SMM Bintaro Tangerang Selatan is one of the branches that has the most rapid development from all aspects, even more rapidly than the central branch, PKBM SMM Cilandak. PKBM SMM Bintaro South Tangerang even had to add a building in less than a year. This rapid development takes place in a changing environment along with the swift flow of information because it adapts the 21st century education paradigm. The success of PKBM SMM Bintaro in developing the quality of learning certainly cannot be separated from the supervision carried out. Of the various supervision models, SMM Bintaro South Tangerang runs clinical supervision in an effort to improve the quality of learning.

The successful development of teaching quality at Merdeka Bintaro Student School cannot be separated from the principal's role in carrying out clinical supervision. The principal's interpersonal communication and supervision skills, if synergized, will have a positive impact on teacher performance (Muhammad, 2022). The Principal of PKBM SMM Bintaro has understood the importance of personalized supervision for each teacher, providing freedom of work and voice, as well as having good interpersonal skills so that the results of the teacher clinical supervision process can vary according to teacher needs. On the other hand, there is a demand that teachers must have the ability to modify, make changes and adapt to rapid changes. An agile organization aligns processes and individual capabilities in the midst of technological advances to meet customer needs based on product and service quality in a relatively short time (Nissim & Simon, 2020). Therefore,

the South Tangerang SMM organization has a demand that teachers must continue to develop learning agility.

Learning agility includes experimentation, self-reflection, developing self-strengths, continuous improvement, mindfulness, and linking one experience with another challenge. In theory, learning agility has the definition of an individual's willingness to learn and not hesitate to ask for help and input from others, collaborate with others, then quickly manage all that information to produce results and solve problems (Grasselli et al., 2020). This is in line with the learning agility expected from SMM Bintaro teachers, which is the ease of adapting to rapid changes in the learning process. Furthermore, Lombardo and Eichinger (2000) argue that agility has 4 aspects, namely social, mental, change and result agility. These four aspects emerge from the aspects of teacher performance assessment at PKBM SMM Bintaro called Teachers Performance Review (TPR).

As the conclusion of the Teachers Performance Review (TPR) which is a teacher assessment system owned by SMM, in the first quarter of 2024 showed that only 1 out of 11 SMM Bintaro teachers managed to reach the "proficient" level. This assessment system can be used as a reference for the level of teacher learning agility because as research conducted by Asari and Hapsari shows, adequate learning agility can be seen from 1) the ability to make breakthroughs and spawn new ideas when facing challenges; 2) trying to stay calm when facing problems; 3) learning from experiences that have been passed; 4) accepting challenges and trying to overcome them; 5) willing to accept input to become better (Asari & Tyas, 2023). This is in line with the assessment components related to learning agility in the SMM TPR system which consists of (1) Teachers show a sense of excitement when doing their work, are able to turn risk into strength, innovate (think out of the box), work productively according to time. (2) Teachers continue to nurture curiosity, practice flexibility of thinking, discipline in developing ideas, until they are able to produce creative compositions in the form of solutions and works. (3) Teachers are able and creative in applying technology in daily teaching activities.

The results of this TPR assessment show that the learning agility level of SMM Bintaro teachers is still low. Only 1 out of 11 teachers is at the advanced level or in other words has the expected learning agility competency. The problem that appears among teachers at PKBM SMM Bintaro is that not all teachers are able to demonstrate the ability to make breakthroughs and generate new ideas, and tend to wait for instructions from the principal. Some teachers also have not shown the initiative to accept challenges and try to overcome them.

Gales and Gallon (2022) argue that changing from a traditional teaching approach usually based on linear sequences and evolutionary methodologies, to an agile mindset defined by holistic and systemic approaches where simultaneous and iterative tasks are required to develop a project, is a major challenge for schools and education systems. Furthermore, Gales and Gallon (2022) suggest that teacher assessment is one of the 12 keys in making a school agile as a suitable characteristic of education in this era of rapid information exchange.

A quality learning process requires professional teachers who can be formed through supervision by school principals in learning effectively so that student learning outcomes can improve (Serain, 2023). In this 21st century education

paradigm, teachers' learning agility competency is an important competency that must be developed. Clinical supervision can provide opportunities for improvement or improvement in the learning process of 21st century education. In connection with the above problems, clinical supervision is carried out in the form of objective guidance and direction towards improving the ability to evaluate subject/class learning outcomes through the conception of methods by supervisors as well as researchers to find innovative teaching teacher patterns (Nugraheny, 2023).

Educational clinical supervision means an activity of observing, drawing conclusions, and solving problems and making improvements or improvements in the field of education, especially in the teaching and learning process (Ghufron Abdullah & Ysh, 2020). Clinical supervision is very important to do so that the quality of learning can improve along with increasing teacher competence. Teacher professional competence is the ability of teachers to carry out their duties as educators which include pedagogical assignments, knowledge, management, and so on which are reflected in performance in the education environment (Dudung, 2018). In general, clinical supervision steps consist of three stages, namely the initial meeting stage (pre-observational conference), the learning observation stage (observation), and the final meeting / feedback stage (post observational conference). This feedback meeting process is a key process of clinical supervision (Sulistiyorini et al., 2021). At this stage, the results of learning observations are agreed upon and a development plan is determined with the ultimate goal of achieving quality learning. This stage also helps teachers by providing additional insights to teachers to improve and increase their ability to analyze themselves professionally in the future (Zulfa, 2020). From the research results, this feedback stage provides an opportunity for teachers to analyze their strengths and weaknesses, as well as development steps. This provides an opportunity to develop learning agility.

RESEARCH METHOD

Through qualitative methodology and descriptive case study approach, this research will explore the stages of clinical supervision implementation and the 4 dimensions of teachers' learning agility. Data were collected through interviews, observation and documentation. The qualitative approach and descriptive research type are used to explore information and describe the improvement of teachers' learning agility at SMM Bintaro through clinical supervision implemented by the principal. This research will be conducted at Sekolah Murid Merdeka Hub Bintaro, South Tangerang, which is part of the digital integrated school Sekolah Murid Merdeka. Sekolah Murid Merdeka Bintaro South Tangerang was chosen as a research site because it has the fastest development in terms of facilities, infrastructure, number of students, and number of teachers among SMMs in other cities.

Data validity is carried out in order to ensure that the data obtained is in accordance or not with what is needed by the researcher (Mardawani, 2020). In testing data validity, researchers can use triangulation as part of credibility testing. In this study, method triangulation will be carried out to compare and see the

consistency of all data obtained. Method triangulation is used to test the trustworthiness of data by finding out and seeking the truth of data from the same source through different methods. Source triangulation will also be carried out to test validity. Through the source triangulation technique, researchers try to compare the data from interviews obtained from each source or research informant as a form of comparison to find and explore the truth of the information that has been obtained.

RESULT AND DISCUSSION

Based on the results of interviews with the head of school development, teachers, and program heads, it can describe how the feedback stage process is carried out to develop teacher learning agility at Sekolah Murid Merdeka (SMM). Sekolah Murid Merdeka is the first blended learning school in Indonesia that combines face-to-face and online learning. This approach makes learning more effective, fun and meaningful. SMM implements a future competency-based curriculum supported by digital technology. With the concept of learner independence in learning, collaborating and creating, students can learn flexibly and actively participate in the development of their future competencies. SMM has cross-level, bilingual, and inclusive class programs. These three programs run concurrently at one time, creating complexity for teachers. Therefore, it is important for teachers to have learning agility to be able to provide quality learning.

The final stage of clinical supervision is the feedback meeting, which is a crucial moment to thoroughly analyze the results of classroom observations. In this meeting, the supervisor and teacher will jointly: (1) explore the teacher's feelings and experiences during the learning process; (2) appreciate the good practices that have been carried out; (3) clarify the learning objectives and evaluation steps that have been mutually agreed upon; (4) present the observation results objectively based on the predetermined format; (5) listen to the teacher's response to the observation results; (6) compare the teacher's self-assessment with the observation results; (7) draw conclusions together regarding the strengths and weaknesses in the implementation of learning; and (8) formulate a more targeted professional development plan for the next meeting. The main purpose of the feedback meeting stage is to improve the quality of teacher teaching by providing clear, specific and motivating feedback. Through constructive feedback, teachers can identify strengths and weaknesses in their teaching practice and take the necessary corrective measures. At this stage of the feedback meeting, learning agility can be helped to form because individuals actively seek feedback, new experiences, experiment with various strategies, and reflect to improve performance.

Exploring teachers' feelings and experiences during the learning process as an effort to improve the learning agility of SMM Bintaro teachers.

In the implementation of clinical supervision, the relationship that exists between teachers and supervisors is a warm and open relationship, as well as

humane and equal. Therefore, exploring teachers' feelings and experiences after the lesson observation stage is necessary.

Individuals who have learning agility have the self-awareness to understand their strengths and weaknesses, and give themselves space to continue developing them. This is important for SMM Bintaro teachers who have reflective points in their performance assessment component.

At this stage, clinical supervision provides space for teachers to reflect on their feelings and experiences with the principal and provide reinforcement. This can train teachers' social and mental agility as they interact constructively with the principal and are able to self-regulate to feel comfortable in the midst of complexity.

At SMM Bintaro, the principal builds intimate communication with the team on a daily basis. SMM Bintaro teachers explore their feelings during the clinical supervision process to ensure that the relationship between teachers and principals is warm and open to communicate strengths and areas of self-development. This is in line with the following interview with the head of SMM Bintaro:

"It is very important that teachers can recognize themselves. How does he feel during supervision. Can he manage himself in the midst of this complicated and ever-changing SMM. Later it will be seen which teachers are agile and which are not. The agile ones remain calm and make this complexity a challenge that they can explore."

Provide appreciation for good practices that have been carried out as an effort to improve the learning agility of SMM Bintaro teachers.

One of the needs in Maslow's hierarchy of needs is recognition. The importance of recognition and reward strategies in HR management is also closely related to motivational theories, such as Maslow's Hierarchy of Needs Theory. Satisfied teacher needs can improve teacher performance so that it can improve the quality of learning. Therefore, the principal of SMM Bintaro always appreciates good practices before providing feedback on learning. The principal does not hesitate to convey constructive feedback and give appreciation. Appreciation is given both individually and openly at meetings. Teachers are also given the opportunity to share good practices with other teachers as a form of appreciation, as said by the following elementary school teacher:

"After the observation, the principal must appreciate the things that have been good. For example, they are cheerful enough, quick to improvise learning, and so on. I am also often given the opportunity to share good practices in meetings. This helps me to recognize my strengths and be receptive to further feedback."

Individuals with learning agility are able to learn from their best experiences and have the desire to develop them. Giving this appreciation can help teachers recognize the good things about themselves and bring out the spirit of learning. The process of giving appreciation is related to change agility, where a person has a passion for change and is interested in self-development activities. Social agility is also evident where teachers recognize their potential and have a constructive relationship with the principal. Outcome agility is also evident in this process, where appreciation can inspire teachers to produce better work. Individuals with outcome agility inspire others to achieve beyond normal limits, and demonstrate a

presence that builds trust in others.

Clarifying learning objectives as an effort to improve learning agility of SMM Bintaro teachers

At this stage, supervisors and teachers identify differences between planned teaching objectives and achieved teaching objectives. Teachers and principals discuss the learning objectives listed on the supervision instrument, and those that have been achieved at the time of supervision. From this stage, it can be identified together whether the teaching objectives set at the beginning can be achieved in the classroom.

"After completing the observation by the principal, we discussed again what the class was like. before the class started, I made several differentiation alternatives, well it was discussed again which differentiation was carried out in the class. sometimes you have to improve too if the class conditions are not conducive, especially PAUD classes which are more unpredictable. yes, that's the name of an agile teacher, especially results agility. Indeed, teachers must be flexible and adapt quickly."

From interviews with teachers, SMM Bintaro PAUD has more flexibility in implementing learning because the focus is on achieving competencies, not just activities. For example, this can be seen in the following lesson plan. The left column shows the initial activity plan, while the modification column contains changes made by the observed teacher. These modifications were proposed by the teacher in the initial meeting, as discussed earlier. At this stage, the principal and teacher discuss how the modifications are implemented in the observed classroom.

The process of re-discussing learning objectives provides space to develop social agility where there is constructive interaction between teachers and principals. Mental agility is also evident in the way teachers provide various modifications from new perspectives. Change agility also emerges when teachers continue to carry out learning well amid the dynamics of SMM classes that are cross-level, inclusive, and competency-based. Agility of results is also evident when discussing the learning process observed. Flexibility was also evident when teachers had to choose and implement several teaching alternatives in the classroom during the observation.

Discussing the evaluation steps that have been agreed upon as an effort to improve the learning agility of SMM Bintaro teachers.

At this stage, the teacher and principal discuss the steps of supervision that have been carried out to see whether the observations that have been carried out are in accordance with what has been agreed or not. The supervisor then shows the results of learning observations that have been analyzed and interpreted to the teacher, gives time for the teacher to analyze and interpret the data, then discusses it together.

"After the observation was completed, the principal invited a discussion about the observation and the steps for improvement. So I was involved from the

beginning to know where the improvements are and how to improve them."

In the interview, the principal and teachers of SMM Bintaro Elementary School jointly evaluated the steps of supervision such as the stages, implementation schedule, and strategies used, and then discussed together, so that all parties understood the process and had a harmonized understanding. This activity is conducted individually between the teacher and the principal of SMM Bintaro. The principal also ensures that teachers have the same understanding of the supervision process, in order to create a relationship that provides constructive feedback for teachers and supervisors (Febriana, 2021).

One of the characteristics of individuals who have learning agility is being able to accept input and suggestions from others seriously. By re-discussing the evaluation steps and mutual agreement, both teachers and principals can receive input from each other. Teachers receive feedback on teaching methods, principals receive feedback on the course of supervision. This then reflects social agility where a person is able to establish constructive relationships to develop their abilities.

Presenting results, listening to responses and comparing teacher self-assessment with observation results as an effort to improve the learning agility of SMM Bintaro teachers.

The feedback stage is the stage of evaluating teacher behavior to analyze and interpret the data recorded from teacher behavior while teaching. The principal as a supervisor presents the results of observations of learning observations that have gone through the process of analysis and interpretation shown by the supervisor to the teacher, then time is also given to the teacher to analyze the data and interpret, then discuss together.

The principal of SMM Bintaro shows the results of teacher observations that have been written in the report and tries to do it on the same day. The principal also explains in detail about the observation report to the teacher so that the teacher can really understand the results of the observation. The teacher is then given the opportunity to respond to the results of the observation. The principal describes the findings that occurred in the classroom, while the teacher can provide his or her views so that a complete picture of the classroom conditions can be achieved. The principal can also show documentation such as CCTV footage to provide a clearer picture to the teacher. The following is an illustration of how this process works based on interviews with inclusion teachers.

After the observation, the principal shared his observations.

"It is confirmed first about what happened, especially if there were obstacles in the classroom during the observation. For example, if there is a lesson plan that is not implemented, the principal first asks what conditions make it not implemented, for example because the students are not ready or it must be postponed because it turns out that the students' understanding has not reached that stage. Here the teacher must be flexible and agile. This must be explained clearly to the principal so that the principal can give an objective assessment."

Individuals with learning agility have an attitude that is open to other people's input and try to understand it seriously. At this stage, both teachers and principals

together convey the results of their analysis and opinions, and listen to each other to get the results of the analysis of the learning observations that have been made. This stage shows social agility where both parties build constructive relationships to improve their strengths, and change agility where individuals feel curious and excited about skill improvement activities. Flexibility is also reflected in the ease of accepting one idea to another from different people.

Draw conclusions together about the strengths and weaknesses in the implementation of learning and formulate a more focused professional development plan for the next meeting as an effort to improve the learning agility of SMM Bintaro teachers.

The discussion in this meeting focuses on identifying and analyzing the similarities and differences between the expected and actual behavior of teachers and students, and making decisions about what and how steps should be taken to follow up on these differences (Santoso & Yuzarion, 2021). When necessary and possible, principals can intervene directly to provide didactical assistance and guidance for teachers, train teachers to supervise themselves; and can provide additional knowledge to teachers to improve and enhance their professional self-analysis skills in the future. The essence of this feedback meeting is to discuss together the results of supervision that has been carried out in accordance with the agreement at the initial meeting, and evaluate whether there are findings that require improvement in the learning process, so that the ultimate goal of clinical supervision, namely the creation of quality learning, can be achieved.

In the implementation of clinical supervision at SMM Bintaro, this process is the longest process because the principal discusses with the teacher the steps that will be taken and together with the teacher develops an individual action plan that will be carried out. As with the following elementary school teacher:

"After we discussed and had a meeting about the results of the observation, I was given feedback. Then we agreed on what mentoring was suitable for me. I was also given a deadline to develop my skills and present the results later. This trained me to be agile to change and still produce my best work despite the deadline. I had to be flexible to change what I had already understood. I must unlearn to accept various assistance and quickly produce agreed changes."

This feedback meeting process is a key process of clinical supervision. At this stage, the results of learning observations are agreed upon and a development plan is determined with the ultimate goal of achieving quality learning. This stage also helps teachers by providing additional insights to teachers to improve and increase their ability to analyze themselves professionally in the future. From the research results, this feedback stage provides an opportunity for teachers to analyze their strengths and weaknesses, as well as development steps. This provides an opportunity to develop learning agility. Individuals who have learning agility have a mindset that allows them to continue to develop understanding, grow, and use new strategies they learn along the way, in order to be ready to face various problems in the future successfully (Burke & Smith, 2016). Learning agility in learning can be taught and learned at any stage of life (DeRue et al., 2012).

Social agility is evident in this feedback meeting process. In the clinical supervision process, there was a reciprocal relationship between the principal and SMM Bintaro teachers and then jointly developed a development plan. This indicates that teachers and principals must be able to establish constructive relationships. Social agility also involves actively seeking feedback and remaining open to multiple perspectives (De Meuse, 2017).

Mental agility is reflected in the process when teachers and principals of SMM Bintaro jointly analyze observation results and plan follow-up activities. In this process, critical thinking is required amidst the demands of providing the best learning experience to students. Mental agility refers to comfort in dealing with complexity and ambiguity, which allows individuals to think critically and make connections between ideas.

Change agility refers to a person's ability to accept change and engage in continuous learning, and can transform quickly (McKenna & Minaker, 2021). In the feedback meeting process, teachers are asked to engage in continuous competency development, and transform immediately at the specified time, and put it on an action plan that has been agreed with the principal of SMM Bintaro.

Outcome agility refers to the ability to achieve high performance even in unfamiliar or challenging situations. In this feedback meeting process, the Head of SMM Bintaro asked teachers to achieve self-development targets in the midst of challenging situations. Teachers must improve the quality of learning amidst the complexity that already exists in SMM learning.

CONCLUSION

This feedback meeting process is a key process of clinical supervision. From the research results, this feedback stage provides an opportunity for teachers to analyze their strengths and weaknesses, as well as development steps. This provides an opportunity to develop learning agility. Social agility is evident in this feedback meeting process. In the clinical supervision process, there is a reciprocal relationship between the principal and the teacher and then together develop a development plan. Mental agility is reflected in the process when teachers and principals jointly analyze the results of observations and plan follow-up activities. Change agility is seen when teachers are asked to engage in continuous competency development, and transform immediately at the specified time. Agility is seen when teachers are asked to achieve self-development targets in the midst of challenging situations. Teachers must improve the quality of learning amidst the complexity that already exists in SMM learning. In addition to these four dimensions of learning agility, there are also two other dimensions of learning agility that are sought to develop in the clinical supervision process at SMM Bintaro, namely flexibility and speed.

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