



Implementation Strategy of Collaborative Academic Supervision of High School Principals in Pidie Regency

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ABSTRACT

This study examines the implementation of collaborative academic supervision by senior high school principals in Pidie Regency and its impact on teacher performance. Using a qualitative, descriptive approach with in-depth interviews, field observations, and document analysis at SMAN 1 Mutiara and SMAN 2 Mutiara, the research identifies three key phases: planning, implementation, and follow-up. In the planning phase, principals and teachers jointly design supervision agendas addressing actual learning needs. Implementation emphasizes dialogue and reflection through classroom observations, group discussions, and individualized mentoring. Follow-up activities include training, workshops, and peer supervision to sustain pedagogical improvement. Findings indicate that collaborative academic supervision enhances teachers' professional competencies in lesson planning, classroom management, innovative methodologies, and learning assessment. It also fosters a collaborative culture, dynamic learning environments, and greater teacher motivation for ongoing development. The study offers theoretical insights for developing collaboration-based supervision models and practical guidance for principals, supervisors, and policymakers in crafting effective, context-sensitive supervision strategies to improve educational quality.

1. Introduction

Enhancing educational value is a primary objective of Indonesia's national development plan; yet, realizing this goal necessitates persistent efforts to challenge structural difficulties in pedagogy and learning (Sain et al., 2024). The 2023 National Education Report Card indicates that instructional quality in primary and secondary education is subpar, with the National Assessment (AN) 2022 reporting learning quality scores of 65.39 for primary education, 60.69 for lower secondary education, and 61.06 for upper secondary education (Sundakir et al., 2023). These findings highlight an immediate necessity for effective methods to improve teaching techniques, bolster professional competencies among educators, and promote student learning outcomes nationwide (Widiastuti, 2025).

Furthermore, an essential element in this undertaking is academic supervision (Rahabav et al., 2016). Effective academic supervision equips administrators with dependable, data-driven insights to enhance teacher growth, facilitate professional reflection, and promote exemplary instructional

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practices(Nordentoft et al., 2013). Principals serve a crucial function as both administrators and instructional leaders, adept at fostering school environments that are secure, inclusive, and attuned to student needs(Munna, 2023). According to the Ministry of Education and Culture Regulation No. 40 of 2021, school principals are strategically responsible for managing educational resources, cultivating entrepreneurial mindsets, and overseeing academic supervision to promote ongoing professional development among teachers and educational staf(He et al., 2024). Effective academic supervision can foster a culture of collaboration among educators and students at schools. Principals promote collaboration among teachers in the design, implementation, and evaluation of the learning process using a participatory approach(Dutta & Sahney, 2022).

Academic supervision involves systematic methods of coaching, observation, feedback, and collaborative reflection aimed at enhancing teacher competencies and professionalism(Gümüş et al., 2021). It serves not just as an evaluative function but also as a developmental one, highlighting collaboration and mutual responsibility for student achievement(Marks & Printy, 2003). Research underscores the significance of collaborative academic supervision models in fostering a professional culture among educators, promoting open discourse, critical reflection on instructional practices, and the adoption of new, learner-centered pedagogies(Leaf & Odhiambo, 2017). Establishing professional communities of practice within schools can enhance collaborative supervision, thereby reinforcing mutual trust, facilitating shared learning, and promoting lasting advancements in educational quality(Bada et al., 2024).

School principals, in their administrative capacity, are primarily accountable for the proper administration of educational resources, which includes program development, infrastructure management, and the methodical evaluation of institutional performance(Cansoy et al., 2024). The simultaneous development of entrepreneurial competencies in schools aims to foster an innovative mentality and enhance institutional self-sufficiency through the creative and sustainable management of resources(Hadi et al., 2024). Academic supervision serves as an essential method for improving the proficiency of educators and student, ensuring they possess the requisite abilities and pedagogical strategies to provide high-quality, student-centered learning experiences(Sugiar et al., 2024).

Consequently, effective leadership is essential for achieving these objectives(Rokhman et al., 2024). Principals must encourage, engage, and support instructors in adopting continual improvement, while concurrently managing intricate administrative duties(Usboko et al., 2025). Their capacity to amalgamate visionary leadership with instructional oversight dictates the degree to which schools can fulfill their objective of fostering high-quality, comprehensive learning experiences for all students.

Senior high schools (SMA) in Pidie Regency function within the broader framework of Indonesia's developing educational landscape, while also addressing the unique dynamics of the local educational context. Pidie Regency comprises 27 public and private high schools, including vocational institutes, constituting a significant portion of the region's secondary education system. The ability of these schools to achieve their primary objective of creating high-quality graduates is fundamentally reliant on robust government support to obtain sufficient resources and guarantee school welfare. The leadership capabilities of school principals and the robustness of collaborative partnerships among all educational stakeholders are equally significant. Strategic management and collective accountability among these stakeholders are crucial for attaining sustainable enhancements in educational quality and student performance(Iswadi et al., 2025).

This study investigates the methods and practices employed by teachers in Pidie Regency, emphasizing collaborative academic supervision to improve teacher professionalism at the senior high school. This research aims to determine the facilitating variables and problems faced in practice

by examining the design, implementation, and follow-up of supervision activities. The primary objective is to provide empirical insights that can guide policy and leadership training, thereby enhancing academic supervision as a means for systemic reform in Indonesia's education sector.

2. Methodology

This study employed a qualitative descriptive methodology to examine and assess the techniques, procedures, and outcomes of principal-led collaborative academic supervision aimed at enhancing teacher professionalism in senior high schools in Pidie Regency, Indonesia. This methodology has been employed to foster a thorough contextual comprehension of how supervisors' structure, execute, and evaluate collaborative academic supervision practices, while also identifying the beneficial and negative effects experienced by teachers and school administrators.

2.1 Research Locations and Subjects

The research was carried out at two public senior high schools in Pidie Regency: SMAN 1 Mutiara and SMAN 2 Mutiara. The schools were chosen for reputation in quality teaching, effective administrative methods, and the existence of strong principal-teacher connections that facilitate academic oversight. The decision was guided by practical factors, such as accessibility and the researcher's established relationships with school administrators and teacher. The participants include school principals, vice principals, and teachers engaged in the monitoring process. The sampling technique was deliberate and criterion-based, ensuring that participants possessed direct expertise with the conception, execution, and evaluation of collaborative academic supervision practices.

2.2 Data Collection Methods

a. In-depth Semi-Structured Interviews

Engaged with administrators and teachers to investigate their perceptions, experiences, and reflections on collaborative academic supervision. Interviews were structured to extract comprehensive accounts about planning processes, implementation tactics, and the results of supervision in teacher professional development.

b. participant observation

The researcher examined both formal and informal supervisory actions, planning meetings, classroom observations, and post-observation discussions. Field notes documented interactions, processes, and contextual elements that impacted supervision methods.

c. Document Analysis

Relevant educational documents were examined, including supervision plans, teacher development plans, observation forms, feedback records, and additional materials pertaining to the Merdeka Belajar policy and supervisory procedures. This triangulation improved the reliability of the findings by validating interview and observational data with institutional records.

2.3 Data Analysis

The data analysis employed an inductive thematic methodology. Interview transcripts, observational notes, and documentary data were systematically classified and analyzed to identify continuing subjects, patterns, and categories relevant to the stages of supervision (planning, organization, implementation, and monitoring/evaluation) and their effects. Thematic analysis allowed the researcher to determine the underlying meanings and relationships among categories, resulting in a refined comprehension of collaborative academic supervision within its context.

3. Results

This study revealed that the collaborative academic supervision implemented at SMAN 1 and SMAN 2 Mutiara not only enhanced the quality of learning but also introduced a novel methodology that integrated formal supervision with partnership-oriented reflective practice. The active participation of the principal, vice principal, senior teachers, and teachers in all phases of supervision, from planning to post-supervision reflection, is visible. This finding validates the theories of Zepeda (2012) and Glickman (2010), while introducing a novel aspect by incorporating teacher learning communities (kombel), digital platforms, and collective reflective discussions as essential components of the supervision process. This research contextualizes and enhances the concept of collaborative academic supervision within the driving school ecosystem.

Furthermore, a transition in school work culture from administrative and individualistic practices to a more collaborative, reflective, and continuous improvement-oriented approach. Academic supervision is now perceived as a dialogic process rather than a unilateral assessment, fostering psychological safety and intrinsic incentive for teachers' development. This study is significant as it demonstrates that collaborative supervision, when tailored with a personalized approach and demanding training, can mitigate teacher resistance and substitute a culture of mutual learning. This discovery has not been extensively disclosed in prior research, so contributing novel insights to the dialogue on enhancing instructional leadership and the professional development of school teachers.

3.1 Comprehension and Implementation of Collaborative Academic Supervision

Participants from both schools exhibited a mutual comprehension of collaborative academic supervision as a partnership-oriented approach defined by planning, observation, and subsequent reflection. At SMAN 1 Mutiara, teachers and administrators consistently articulated a three-phase approach comprising pre-supervision conferences to synchronize expectations, in-class observations, and organized post-observation feedback sessions. This method reflects the clinical supervision paradigm proposed by (Oliveras et al., 2025), which underscores systematic cycles of observation and reflection based on professional interaction. Educators indicated that collaborative supervision facilitated cooperative planning, reflective discourse, and peer learning. One educator expressed appreciation for the opportunity to "exchange ideas and learn from colleagues," indicating the cultivation of a professional learning culture. This involvement corresponds with (Zepeda, 2024) concept of reflective supervision, wherein open discourse and systematic reflection enhance teacher self-awareness and pedagogical development. At SMAN 2 Mutiara, the supervision approach was characterized as collaborative and participative. Principals and educators underscored the need of collaboration, transparent dialogue, and collective problem-solving. Educators participated from the planning phase—encompassing the development of learning objectives and performance indicators—to classroom observations and collaborative post-supervision reflection. This inclusive, egalitarian approach fostered a psychologically safe environment that promoted instructor transparency and dedication to enhancement.

3.2 Strategies for Executing Collaborative Academic Supervision

Various strategies employed by school leaders to institutionalize collaborative academic supervision. At SMAN 1 Mutiara, the principal focused on aligning teacher perceptions through structured training, seminars, and in-house workshops (IHT), highlighting that supervision aims to enhance instructional quality rather than to assess teachers punitively. This approach embodies (Oliveras et al., 2025) concept of "technical and pedagogical authority," wherein leaders leverage professional expertise to direct and empower educators. Technology was integrated into supervisory practices. Digital tools enabled the documentation of observational results, reflective feedback, and communication between supervisors and teachers. This contemporary method improves

transparency and accountability, aligning with findings by (Maulida et al., 2024) that emphasize technology's role in enhancing supervisory processes and subsequent actions. The establishment of supervisory teams, comprising principals, vice principals, and senior teachers, was essential in both schools. The teams collaboratively established supervision schedules, designed interventions, and conducted reflective meetings. Distributed leadership practices align with (Nadeem, 2024) framework of "cultural authority," promoting shared responsibility and sustaining professional learning communities. Teachers acknowledged the principal's leadership and reported the benefits of peer discussions and learning communities, such as MGMP (Subject Teacher Forums), which improved their pedagogical and technological skills. At SMAN 2 Mutiara, comparable strategies were observed. The principal underscored the importance of fostering a culture of partnership and shared responsibility through the facilitation of workshops, provision of practical evaluation tools, and encouragement of participation in learning communities. Educators characterized these strategies as enabling, facilitating the development of specific solutions to classroom challenges and promoting mutual support.

3.3 Impact of Collaborative Academic Supervision on Teacher Professionalism

The research revealed substantial evidence that collaborative academic supervision enhanced teacher professionalism in both institutions. Principals and vice principals indicated significant enhancements in pedagogical methods, instructional design, and student achievement metrics. At SMAN 1 Mutiara, educators emphasized the significance of systematic feedback and reflective discourse in pinpointing areas for enhancement and refining classroom methodologies. Educators experienced support rather than scrutiny, which diminished resistance and promoted authentic participation in professional development. The findings correspond with Zepeda's (2012) notion of "productive tension," wherein organized, supportive monitoring encourages educators to critically assess and enhance their practices. Educators at SMAN 1 Mutiara affirmed notable enhancements in their pedagogical abilities and a heightened impetus to innovate and tailor teachings to meet students' requirements. Additionally, SMAN 2 Mutiara documented substantial improvements in instructional quality, as demonstrated by increasing student evaluation results and favorable changes in school performance metrics. Educators characterized supervision as "enjoyable" and "motivating," emphasizing the significance of open communication and collaboration in alleviating anxiety and fostering trust. The principal observed that early apprehensions regarding supervision diminished as instructors acknowledged its developmental intent, aligning with (Rohmatika et al., 2024) assertion that psychological safety is crucial for the efficacy of reflective supervision. Teachers also indicated enhanced confidence in using technology for instructional planning and assessment, crediting this to the digital elements of the supervisory process. The amalgamation of learning management systems and online reflective tools corroborated the findings of Maulida et al. (2024), who noted that digital feedback systems expedited the incorporation of ICT in education and enhanced subsequent action planning.

3.4 Obstacles in Implementing Collaborative Academic Supervision

Nevertheless evident beneficial effects, the study also recognized enduring obstacles in executing joint academic supervision. Both schools said that principals, vice principals, and instructors had time constraints that hindered comprehensive supervision cycles due to multiple responsibilities. At SMAN 1 Mutiara, some teachers continue in perceiving supervision as a simple administrative formality, highlighting the necessity for continuous cultural transformation and enhanced communication to bolster its developmental objectives. Disparities in perception between educators and senior managers occasionally resulted in stress, highlighting the necessity of fostering mutual

understanding and trust. At SMAN 2 Mutiara, although educators predominantly accepted the collaborative model, schedule conflicts and divergent expectations presented obstacles. The school implemented concise micro-observations and asynchronous reflective talks to sustain supervision cycles while alleviating staff workload.

4. Conclusions

This study demonstrates that a principal-led collaborative academic supervision approach is an effective tool for improving teacher professionalism in senior high schools within Pidie District. The research, utilizing qualitative approaches such as interviews, observations, and document analysis, indicates that effective supervision is defined by participatory planning, transparent communication, systematic feedback, and enduring follow-up actions. Principals implementing a collaborative supervision model cultivate a professional alliance with teachers, promoting mutual trust and collective accountability for enhancing instructional quality. The findings emphasize that effective academic supervision is a continuous, dialogic process rather than a unilateral evaluative task, enabling teachers to critically reflect on their practice, discern specific professional development needs, and adopt innovative pedagogical strategies. Collaborative supervision fosters professional learning communities in schools, enhancing peer support and collective problem-solving. Consequently, educators exhibit enhancements in the planning, execution, and evaluation of student-centered learning in accordance with national curricular requirements. Additionally, this study highlights the essential function of instructional leadership in altering school culture and fostering enduring educational enhancement. Principals engaged in collaborative supervision serve as evaluators and facilitators of teacher development, acting as change agents who foster innovation and professional dedication. The findings indicate that school leadership training must stress the cultivation of collaborative supervisory abilities, focusing on reflective discourse, differentiated support, and data-driven decision-making. The study ultimately enhances the existing evidence advocating for the incorporation of collaborative supervision methods inside Indonesia's educational framework, especially with the Merdeka Belajar policy. By institutionalizing collaborative supervision techniques, schools can cultivate more inclusive, reflective, and successful professional cultures that directly improve teacher competency and student learning results. Future study should examine techniques for scaling these models across various educational contexts and address potential obstacles to their consistent and equitable implementation.

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