



Academic Supervision Practices of School Principals and Teacher Competence Improvement in Primary Schools of Pidie Jaya Regency

Cut Mardiyati Isfa^{1*}, Munawar¹, Siraj²

¹ Program Studi Magister Administrasi Pendidikan, Universitas Al Muslim, Matang Glumpang Dua, Aceh, Indonesia

² Mechanical Engineering Vocational Education Study Program, Universitas Malikussaleh

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ABSTRACT

This study investigates the implementation of academic supervision by school administrators as an approach to enhance teacher competency in primary schools of Pidie Jaya Regency, Indonesia. Although being mandated as a systematic approach to improve instructional quality, the execution of academic supervision in numerous institutions is inconsistent. Data were gathered utilizing a qualitative descriptive methodology through in-depth interviews, non-participant observations, and document analysis at SD Negeri 2 Meureudu and SD Negeri 13 Trienggadeng. The results indicate that academic supervision occurs in three primary phases: planning, implementation, and evaluation. Principals establish supervisory objectives, develop instruments, and create timetables according to instructor requirements. Implementation is monitored via classroom observations, coaching sessions, and professional support. The evaluation phase encompasses feedback provision, reflection, and subsequent programming. The research concludes that systematic and collaborative academic supervision substantially enhances teachers' educational, professional, social, and personal competencies. Enhancing supervisory techniques through enhanced principal competencies, systematic tools, and regular follow-up is crucial for improving instructional quality in elementary schools.

1. Introduction

Teacher competency is universally acknowledged as a critical determinant of educational quality in schools, as educators serve as the principal agents in converting educational policies and curricula into impactful learning experiences for students (Yusron et al., 2025). Effective educators possess not just sufficient subject-matter expertise but also the pedagogical abilities, professional demeanor, and ethical dedication necessary to manage the learning process efficiently (Julianda et al., 2024). These teachers possess the ability to create well-organized and contextually relevant lesson plans, choose and apply interactive, student-centered pedagogical approaches, employ suitable learning resources and educational technologies, and perform valid, reliable, and ongoing assessments to track and facilitate students' academic and personal growth (Lorensius et al., 2022). By utilizing these competencies, educators may cultivate stimulating learning environments that promote critical

* Corresponding author.

E-mail address: mardiyaticutisfa@gmail.com

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thinking, creativity, and character development, so immediately enhancing learning outcomes and overall school performance (Imamah & Churrahman, 2022).

The strategic significance of teacher competence is prominently highlighted within Indonesia's national education framework (Deliana et al., 2024). The National Education System Law No. 20 of 2003 defines education as a systematic and intentional endeavor to establish learning environments that facilitate the active development of students' intellectual, moral, social, and spiritual potentials. This perspective positions instructors at the center of educational execution, as the efficacy of these initiatives predominantly relies on their capacity to proficiently oversee learning processes (Arifin et al., 2023). Moreover, Law No. 14 of 2005 regarding Teachers and Lecturers unequivocally designates teaching as a professional vocation necessitating particular skills, competencies, certification, and a dedication to ongoing professional advancement. The legislation delineates four fundamental teacher competencies—pedagogical, professional, social, and personal—that must be learned and incorporated into daily teaching practice (Hamka, 2023).

In this legal framework, teacher professionalism is not solely an individual characteristic but a systemic necessity for attaining national educational objectives. Educators are anticipated to perpetually enhance their skills in reaction to curricular modifications, technological improvements in education, and the growing diversity of student needs (Warman et al., 2022). Therefore, enhancing teacher competence is an essential prerequisite for advancing educational quality and equity. Educational institutions and authorities must provide organized support systems, including professional development initiatives and academic oversight, to enable teachers to fulfil their responsibilities efficiently and sustainably (Amelia et al., 2022).

Despite established regulatory mandates and professional standards, many public primary school teachers face significant challenges in effectively fulfilling their instructional duties (Seifrid et al., 2022). The challenges are particularly pronounced in lesson planning, where instructional objectives, learning activities, and assessment strategies often lack alignment; in the insufficient application of innovative, student-centered pedagogies; in classroom management, particularly regarding the management of diverse student characteristics; and in the execution of continuous, authentic assessments to track student progress (Alexander et al., 2022). Such challenges frequently lead to learning processes that are predominantly teacher-centered, less engaging, and inadequately attuned to students' educational requirements, eventually impacting the quality of learning results (Khotimah et al., 2024).

In this context, the role of school principals becomes increasingly strategic, especially in their function as academic supervisors. School principals serve as both administrative and instructional leaders, responsible for directing, supporting, and promoting the professional development of teachers (Rothwell et al., 2021). Academic supervision functions as an essential tool for principals to discern teachers' instructional strengths and weaknesses, offer constructive feedback, and promote continuous professional development (Usman et al., 2023). Academic supervision is characterized as a professional service aimed at aiding educators in enhancing their instructional efficacy by methodical, structured, and ongoing guidance, coaching, and assessment (Masamha et al., 2022). Academic supervision prioritizes a progressive and collaborative approach over control or inspection, establishing the administrator as a mentor and collaborator who aids teachers in enhancing their pedagogical skills (Odularu & Akande, 2024). Effective academic supervision encourages teachers to reflect on their pedagogy, use innovative instructional tactics, and sustainably strengthen their competencies, ultimately improving the overall quality of education in schools (Prasetya et al., 2022).

In practice, academic supervision is frequently hindered by several obstacles, such as restricted principal availability, poor supervisory competencies, insufficient resources, a high teacher-to-supervisor ratio, and teachers' misconceptions of supervision as an evaluation rather than a

developmental process (Dwikurnaningsih & Paais, 2022). Preliminary assessments at SDN 2 Meureudu and SDN 13 Trienggadeng revealed that numerous educators continue to fall short of the anticipated proficiency criteria. Challenges encompassed inadequate lesson planning, restricted application of diverse instructional strategies, and insufficient post-instructional reflection (Gohar & Qouta, 2021). Prior research in Indonesia has shown that effective academic supervision enhances teachers' pedagogical ability, improves classroom practices, and elevates learning results. Nonetheless, the quality of implementation differs among regions and educational institutions (Sugiar et al., 2024).

This study aims to analyze the planning, implementation, and evaluation of academic supervision by school principals in Pidie Jaya under the given circumstances. The study offers empirical insights into current supervision methods and delineates options for enhancing teacher competence via effective academic supervision.

2. Methodology

2.1 Research Setting and Participants

This study was carried out at two public primary schools in Pidie Jaya Regency, specifically SD Negeri 2 Meureudu and SD Negeri 13 Trienggadeng, which were intentionally chosen to exemplify schools employing academic monitoring procedures in the area. The selection of these institutions was based on their organizational framework, the presence of supervisory programs, and their suitability for comprehensive qualitative research. The research participants consisted of ten informants, including two school principals accountable for planning, implementing, and evaluating academic supervision, and eight classroom teachers—four from each school—who were the primary subjects of supervisory activities. The participation of both administrators and teachers allowed the study to obtain a thorough understanding of the implementation of academic supervision, encompassing leadership tactics, supervisory practices, teacher experiences, and reported effects on teacher competence. (Creswell & Poth, 2018).

2.2 Data Collection Techniques

The data for this study were gathered through three complimentary methodologies to assure the depth and credibility of the findings. Semi-structured interviews were initially conducted with school principals and teachers, each lasting approximately 60 to 90 minutes, to gather comprehensive information on academic supervision practices, encompassing planning, implementation, challenges, and perceived effects on teacher competence. This interview method provided participants with the flexibility to comment on their experiences while guaranteeing the consistent exploration of major study themes. Secondly, non-participant observations were conducted to document authentic teaching and supervisory procedures as they transpired, encompassing classroom instruction, school meetings, and supervision-related activities. These observations allowed the researcher to accurately record instructional behaviors, supervisory interactions, and school dynamics without intruding in the process. Third, document analysis was utilized to corroborate and triangulate the interview and observation data, entailing a thorough examination of pertinent documents including lesson plans, supervision instruments, academic supervision programs, and follow-up reports. Collectively, these three methodologies offered a thorough and dependable comprehension of the execution of academic supervision within the research framework.

2.3 Data Analysis Procedures

The data analysis in this study adhered to the interactive paradigm established by Miles and Huberman (1994), which underscores a perpetual and cyclical process of deriving meaning from

qualitative data. The initial phase, data reduction, entailed the selection, concentration, simplification, and categorization of raw data acquired from interviews, observations, and documents to preserve only information pertinent to academic supervision and teacher competency. This technique enabled the researcher to discern essential themes, patterns, and correlations while excluding extraneous or redundant material. The second stage, data display, involved structuring the condensed data into systematic and cohesive descriptions, matrices, and thematic narratives that enabled interpretation and comparison among participants and research sites. The third stage, conclusion drafting and verification, entailed evaluating the presented data to formulate significant findings, which were consistently examined and corroborated by revisiting the data and recognizing repeating patterns substantiated by numerous sources. Triangulation was performed across data sources by engaging both school principals and teachers, across methodologies by integrating interviews, observations, and document analysis, and across time through several visits to the research locations. This triangulated technique made the data more reliable by comparing information against other sources and reducing researcher bias. This made sure that the conclusions were a true picture of how academic supervision worked at the schools that were studied.

3. Results

3.1 Strategic Planning of Academic Supervision

These findings reveal that the principals of both SD Negeri 2 Meureudu and SD Negeri 13 Trienggadeng implemented academic supervision planning in a methodical and organized method. The planning process begins with the establishment of supervisory objectives that were consistent with the school's vision, instructional priorities, and the distinct requirements of teachers. Principals performed first assessments of teacher performance using previous supervision records and informal classroom observations to identify areas demanding enhancement. Following the needs analysis, supervision tools were developed, comprising classroom observation sheets, evaluation rubrics, and structured feedback forms to guarantee that supervision tasks were executed objectively and consistently. Principals identified suitable supervision methods, including classroom observations, individual coaching sessions, and group talks, according to teacher attributes and instructional difficulties. Additionally, annual and monthly supervision schedules were developed to guarantee the continuity and consistency of supervisory efforts. Educators participated actively in planning meetings, which facilitated transparency, collective accountability, and professional dedication to the supervisory process. Despite the planning phase being predominantly collaborative and flexible, some obstacles remained, especially concerning restricted time availability resulting from administrative costs and the lack of comprehensive standardization of supervisory instruments.

3.2 Implementation of Academic Supervision

The implementation of academic supervision in both schools was conducted through a series of organized and methodical processes aimed at enhancing teachers' instructional practices. The initial phase comprised classroom observation, wherein principals personally monitored teachers during their instructional activities. The observations concentrated on several critical facets of instruction, encompassing the congruence between lesson plans and classroom execution, the pedagogical strategies employed, the application of educational media, the dynamics of interaction between educators and students, and the assessment methodologies utilized to gauge student learning. Classroom observations were carried out either according to established schedules or on an ad hoc basis, based upon school circumstances and instructional requirements.

Subsequent to the classroom observation, administrators facilitated professional coaching sessions, typically known as post-conferences. During these sessions, principals facilitated reflective discussions with instructors to offer constructive feedback on their instructional performance. The coaching method focused on identifying instructional strengths, areas for improvement, and practical solutions to overcome teaching issues. Despite coaching being predominantly conducted in a friendly and collegial fashion, the data reveal that certain teachers initially regarded supervision as evaluative rather than developmental, which intermittently influenced their receptiveness throughout feedback sessions.

The final phase of implementation included support and monitoring actions planned to support enhancement efforts. The activities encompassed demonstration teaching by principals or senior educators, peer discussions during *Kelompok Kerja Guru (KKG)* meetings, the provision of exemplar lesson plans and assessment tools, and the promotion of the integration of innovative instructional methods into classroom practice by teachers. Academic supervision was consistently practiced in both schools and positively impacted teacher development. The intensity and frequency of coaching and follow-up actions were occasionally hindered by restricted time availability and the substantial administrative burdens faced by school principals.

3.3 Evaluation of Academic Supervision and Its Impact on Teacher Competence.

The evaluation of academic supervision in both schools was conducted as a methodical process designed to evaluate the efficacy of supervisory actions and pinpoint areas for enhancement. Evaluation activities included a comprehensive analysis of classroom observation outcomes to assess modifications in teaching methodologies and instructional efficacy. Principals evaluated the degree of attainment of supervisory objectives by contrasting planned targets with actual outcomes observed during the supervising process. Furthermore, teacher feedback was systematically collected through informal talks and reflective sessions to ascertain educators' impressions of the supervision process and its efficacy for their professional development. Following the assessment outcomes, principals discerned the further training requirements of instructors and devised subsequent strategies for implementation in the next supervisory cycle. Both institutions conducted evaluation meetings and recorded supervisory findings as components of their administrative documentation. The execution of certain follow-up actions was postponed owing to constrained resources, time limitations, and competing administrative priorities.

The implementation of academic supervision positively influenced teacher competency in various aspects. Enhancements were noted in pedagogical proficiency, as educators demonstrated superior lesson preparation abilities, heightened utilization of diverse and student-centered instructional strategies, and more organized classroom management. Professional competency has also enhanced, especially with subject-matter expertise and the use of suitable assessment methodologies. Moreover, teachers demonstrated heightened social competence via more effective communication and interaction with students, with higher personal competence evidenced by increased self-reflection, responsibility, and professional accountability. Teachers further indicated enhanced confidence in their pedagogical skills and a greater understanding of their professional responsibilities, suggesting that academic supervision served not merely as a quality control measure but also as a significant avenue for professional empowerment.

4. Conclusions

This study reveals that academic supervision conducted by school administrators in Pidie Jaya Regency significantly enhances teacher competence in primary schools. Effective academic supervision is defined by meticulous preparation, collaborative execution, and systematic evaluation methods aimed at ongoing enhancement. In this context, school principals serve not only as assessors of teacher performance but also as instructional leaders and mentors who offer guidance, professional support, and incentive to assist teachers in improving their pedagogical, professional, social, and personal skills. Supervision planning is executed through comprehensive assessment of teacher requirements, development of supervision instruments, and the creation of organized supervision timetables that guarantee continuity and consistency. The execution of supervision includes classroom inspections, the delivery of constructive comments, professional coaching, and subsequent support for resolving instructional difficulties and reinforcing optimal teaching methodologies. The assessment stage guarantees that supervision outcomes are methodically assessed, recorded, and employed to inform future enhancement tactics and professional development initiatives. However, these favorable results, the efficacy of academic supervision is hindered by various issues, such as restricted time availability for administrators, a large number of teachers under monitoring, and the insufficiency or absence of standardized supervision tools. These limits highlight the necessity of enhancing the supervisory capabilities of school principals via specialized training, fostering teachers' views of supervision as a developmental rather than an evaluating process, and offering more robust institutional and policy support. Confronting these problems is crucial to maintain instructional quality and guarantee that academic supervision effectively enhances teacher professional development and overall educational advancement.

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