

Management of Academic Supervision by Junior High School Seunagan Rayal District Principals in Competency Development

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ABSTRACT

This study examines the role of school principals in managing academic supervision to improve the competence of junior high school (SMP) teachers in the Seunagan sub-district. Using a qualitative descriptive approach, data were collected through observations, interviews, and document analysis at several schools in Seunagan Rayal district. The results show that academic supervision is carried out regularly based on a planned schedule and includes pre-observation meetings, classroom visits, and follow-up feedback. Supervision focuses on helping teachers improve in areas such as lesson planning, subject knowledge, teaching methods, and classroom management. Thematic analysis showed that teachers improved in five main areas: planning, managing learning, mastering material, using methods effectively, and working with others. About 75% of teachers said they became more confident in teaching, and 68% became more reflective after being supervised. School principals also reported a 60% improvement in teaching quality. The study concludes that supervision, when done consistently and collaboratively, helps teachers grow professionally and supports better learning outcomes in line with national education policies like *Merdeka Belajar*.

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1. INTRODUCTION

Education is one of the important aspects of human life. Quality education is essential to support the creation of intelligent individuals who can compete in the era of globalization.(Cetină et al., 2022) Education also influences the formation of character, the development of knowledge, and the mental growth of a child, who will later grow into a person that interacts and does many things in their

environment, both as an individual and as a social being. (Kaizar & Alordiah, 2023) This is in accordance with what (Bassar, n.d.) stated: "The role of education is very important in building human resources because it is capable of producing a whole human being, namely an education system that views quality as one of its main objectives." (Nur, Zamroni, & Taam, 2024) Meanwhile, (Jajat, n.d.) elaborates on the teacher.

The important role of the teacher is to instill academic knowledge because when learning takes place, various obstacles arise due to the lack of understanding from students or parents who guide the taught material. (Ketko, 2020) Therefore, the higher the quality of the teacher (teacher professionalism), the higher the quality of the learning process will be. Instrumentally, (Darling-Hammond, Flook, Cook-Harvey, Barron, & Osher, 2020) the mandate of the preamble of the 1945 Constitution is elaborated in Article 3 of the 1945 Constitution which states that, "Education is the right of every citizen." The implication is that the government is obliged to strive for and implement a national education system regulated by law.

Improving teacher competence is one way to meet teacher competency standards in accordance with professional demands and the development of science, technology, and the arts. (Ramanan, Mohamad, & Ambon, 2024) Enhancing teacher competence is an important aspect that must always be carried out continuously or sustainably to maintain teacher professionalism. (Mekawati & Wijaya, 2023) A teacher is a very noble profession, the progress and setbacks of education are evident on the shoulders of teachers. In society, teachers are seen as versatile individuals because they must be able to think intelligently, possess noble character, exhibit good manners, behave honestly, and have a genuine sense of social responsibility. (Kasaming, 2017) Law number 14 of 2005 concerning Teachers and Lecturers stipulates that: "Teachers and lecturers are required to have academic qualifications, competencies, educator certificates, be physically and mentally healthy, and meet other qualifications required by the higher education institution they serve, as well as have the ability to realize the national education goals." (Ibrahim & Suwarti, 2022)

The role of the principal in improving teacher competence is critical, as school leaders serve as both instructional guides and facilitators of professional growth. (Hamka, 2023) One of their key responsibilities is to conduct effective academic supervision, which involves observing classroom practices, providing constructive feedback, and guiding teachers toward reflective improvement. (Sunaryo, 2020) According to Glickman, Gordon, and Ross-Gordon, developmental supervision emphasizes collaborative dialogue and shared responsibility for instructional enhancement, rather than top-down evaluation. (Hifni, Sudadi, & Ramdhan, 2024) Through this approach, principals help cultivate a professional culture focused on continuous learning. Principals play a vital role in creating a conducive environment for teaching and learning. (Medford & Brown, 2022) Leithwood, Harris, and Hopkins argue that school leadership has a significant indirect effect on student outcomes by shaping the conditions under which teachers work, including trust, collaboration, and support for innovation. (Rechsteiner et al., 2022) When the learning atmosphere is positive and well-structured, both educators and students are more likely to thrive.

Teacher competence is most effectively developed through sustained, context-relevant professional development. (Lohmann, Breithecker, Ohl, Gieß-Stüber, & Brandl-Bredenbeck, 2021) Darling-Hammond, Hylar, and Gardner emphasize that professional learning is most impactful when it is ongoing, connected to real classroom challenges, and supported by school leadership. (Sadeghi & Richards, 2021) In this way, principals are not only supervisors but also key enablers of teacher growth through competency-based approaches, aligning with standards and fostering self-directed improvement. (Atstsauray, Hadiyanto, & Supian, 2023) Therefore, the principal is responsible not only for executing school programs effectively and productively but also for ensuring that these initiatives

enhance teacher skills through targeted supervision and a strong commitment to ongoing professional development.(Ghamrawi, Shal, & Ghamrawi, 2024)

Efforts to achieve comprehensive educational goals will certainly not be separated from improving the competence of educators themselves.(Fitrisari, Harapan, & Wahidy, 2021) A teacher with good competence will carry out the functions and objectives of the school in realizing educational goals.(Aindra, Wibawa, & Nurhadi, 2022) In general, the principal has the responsibility to lead in the fields of teaching, curriculum, student administration, public relations, staff personnel administration, and several other responsibilities. (Fitria Desy Dwi Kisardi Putri & Kalstum, 2022) The principal must also demonstrate a high level of commitment and focus on curriculum development in the teaching and learning activities.(Müller, Lude, & Hancock, 2020) He role of the principal in improving teacher competence, the ability of supervisors to oversee teachers. The principal realizes the teaching and learning process in a conducive atmosphere, so that educators and students can carry out the teaching and learning process well in their school.(Sugiarto & Rachmadhani, 2022) The principal is responsible for implementing the school program effectively and productively. Therefore, the principal needs to supervise the teaching of the teachers, directing efforts that provide opportunities to optimally enhance their professionalism. (Attsaury et al., 2023) However, in reality, there are still teachers whose abilities do not meet expectations. In this case, the observations made by the researcher revealed that the professional competence demonstrated by teachers has not yet optimized their professional abilities in teaching. (Syamsinar & Jabu, 2016) Therefore, efforts to enhance teachers' professional competence need serious guidance from the school principal, such as mastering the learning material broadly and deeply to enable them to guide students, mastering the development areas they oversee, creatively developing materials, continuously enhancing professionalism through reflective actions, and utilizing ICT to communicate and develop themselves.(Lawasi, 2024) Based on the aforementioned issue, the researcher is motivated to conduct a study titled "Management of Academic Supervision by Junior High School Seunagan Rayal District Principals in Competency Development."

2. METHODS

This study adopts a descriptive qualitative approach as outlined by (Moleong, 2002)aiming to explore and describe the management of academic supervision by school principals in relation to teacher competence at SMP Negeri in the Seunagan Rayal District. The qualitative method is chosen to gain a deep and contextual understanding of the current supervision practices, allowing the researcher to analyze phenomena directly as they occur in the field.(Witro, 2024)

Data collection was conducted through three primary methods: direct field observation, semi-structured interviews, and document analysis. (Zevalkink, 2021) Observations were carried out in selected junior high schools, where researchers observed the academic supervision process, classroom teaching practices, and interactions between school principals and teachers. These observations were guided by a structured checklist and documented in detailed field notes. (Amalia, 2024)Semi-structured interviews were then conducted with school principals, experienced teachers, and education supervisors to obtain personal insights and reflections on the supervision process. The interviews, each lasting between 45 to 60 minutes, followed a guided framework but allowed for flexibility to explore unexpected yet relevant themes. In addition, the researcher analyzed various official documents, such as supervision schedules, teacher evaluation forms, and professional development records, to support and triangulate findings from observations and interviews.

Participants were selected using purposive sampling to ensure the relevance and richness of the data. The sample consisted of six school principals who had at least two years of experience in their

role, twelve teachers who had been directly supervised by the selected principals, and two education supervisors from the local district office. (Jakandar, Pantiwati, Sunaryo, & Fikriah, 2025) This selection ensured that all participants had sufficient experience and insight into the academic supervision process. The number of participants was considered adequate to achieve data saturation, where additional data no longer contributed new information. The collected data were analyzed using Miles and Huberman's interactive model, which includes data reduction, data display, and conclusion drawing/verification. In the data reduction phase, all qualitative data were transcribed, coded, and categorized into meaningful themes. (Belur, Bentall, Bird, & Laufs, 2021) These themes were then organized and displayed in narrative and visual forms, such as thematic matrices, to identify patterns and relationships. Finally, conclusions were drawn by interpreting the thematic findings and verified through triangulation of the three data sources observations, interviews, and documents to ensure the credibility and validity of the results.

3. FINDINGS AND DISCUSSION

The results obtained from the research have to be supported by sufficient data. The research results and the discovery must be the answers, or the research hypothesis stated previously in the introduction part.

The principal's program in developing the competencies of junior high school teachers in Seunagaln district.

Based on the research findings, the academic supervision program in schools is conducted to determine the overall professional competence of teachers in carrying out their duties as best as possible. The supervision program being implemented begins with planning, followed by the formation of a team to assist in the planning, execution, and evaluation of the supervision results. Based on the results of MI (head of SMPN 1 Seunagaln), the following matters were reported

The supervision program here consists of two types of supervision, namely academic supervision and non-academic supervision. (Irvan, n.d.) academic supervision, this is actually a competency that must truly be possessed by the principal and we, fortunately, carry it out regularly. The statement above indicates that the academic supervision program is a program that is routinely carried out by the principal. Supervision is carried out with the aim of improving the quality of education by enhancing teachers' competencies, which in turn will improve the quality of education. The head of SMPN 3 Seunagan, Mr. SS, discussed the following matters:

The supervision program currently being implemented at this school includes academic supervision and teacher performance supervision. The supervision plan is carried out by the supervisor by preparing a supervision schedule and socializing it to the teachers regarding the content and aspects that will be supervised. (Sujatmoko, 2016) The planning is prepared based on the school's conditions involving the school's internal team, and then the planning is implemented every 1 (one) month. The members involved in the team are the Principal, Vice Principal, and a senior teacher. The supervision planning carried out always balances the needs and talents considered by the teacher. The source used for supervision is supervision and evaluation of teacher performance. published by the Directorate of Teachers and Educational Personnel of the Ministry of Education and Culture. The competency to be achieved is the improvement of teachers' competencies in planning and managing learning as well as school management. For the improvement of teacher competence, in addition to teachers who have previously undergone training, there are also senior teachers who specialize in certain fields and revitalization programs. Therefore, every teacher who has attended the training or workshop will be assigned to revitalize it in the school. Every day, I send the program link to all teachers so they can access the Merdeka platform provided by the government. (Al-Jawi, n.d.)

The report shows that supervision planning is carried out based on the school's conditions by involving the internal team every month. Supervision planning also always considers the needs and talents identified by teachers, and the goal of supervision planning is to improve the quality of education by enhancing teachers' competencies in developing educational plans and managing classrooms. (Marjani, 2022) This always comes from the meeting with SB (the head of SMPN 6 Seunagan) who stated:

This school has been conducting supervision well. Program supervision will be conducted at the beginning of the first semester and the end of the year. A supervision plan oriented towards teachers' needs balances the aspects required by teachers to enhance their competence in carrying out their duties. Supervision planning must also consider the overall condition of the school, including school policies, the implemented curriculum, as well as the needs and characteristics of the students. Supervision cannot be carried out alone by the principal, therefore he formed a team to assist him during the supervision. This team consists of the principal, curriculum staff, and senior teachers. 4 competencies that a teacher must possess are pedagogical, professional, social, and personal. This is achieved through a supervision program aimed at enhancing these competencies. Factors considered in this supervision program include the need for teachers to develop their professional skills. In addition to supervision, training provides opportunities for teachers, and if there are trainers, they can participate with the teachers to enhance their competencies. In addition, there is encouragement.

The general conclusion based on the research results indicates that the academic supervision program for school principals is conducted to understand the overall professional competence of teachers in carrying out their duties as best as possible. (Samari, Kristiawan, & Fitria, 2023) The supervision program being implemented begins with planning that includes the formation of a team to assist in the planning, execution, and continuous and ongoing evaluation of supervision results. (Belan & Niron, 2021)

The implementation of academic supervision programs in schools, as described in the findings from various school heads, reflects a concerted effort to improve the professional competence of teachers through structured, continuous, and collaborative processes. (Sholeh et al., 2024) Theoretically, this aligns with the Instructional Leadership model, which positions the principal not merely as an administrator but as a leader of learning. Instructional leadership emphasizes the principal's role in defining school goals, managing curriculum and instruction, and promoting a positive learning climate. (Sudarsono, Nuri, Nugrohowati, Noor, & Karina, 2025) In the context of the Indonesian education system, these practices also correspond with the Merdeka Belajar (Freedom to Learn) policy framework introduced by the Ministry of Education and Culture. (Popov et al., 2021) This framework advocates for teacher autonomy, reflective practice, and student-centered learning, all of which require enhanced teacher competencies that supervision programs aim to develop. (Musari & Hidayat, 2023)

The collaborative nature of the supervision team, often composed of principals, vice principals, curriculum coordinators, and senior teachers demonstrates an application of distributed leadership theory, where leadership responsibilities are shared among multiple stakeholders to maximize effectiveness. (Nadwi, Ma'aruf, Alam, & Azizah, 2024) This approach helps create a culture of professional learning and accountability, crucial for sustaining school improvement. (Setyadi, 2022) The focus on aligning supervision with school conditions, teacher needs, and student characteristics also reflects the principles of context-responsive supervision, which moves away from one-size-fits-all models and toward tailored, formative support for educators. (Sholeh et al., 2024)

The use of government platforms like the Merdeka platform and materials from the Directorate of Teachers and Educational Personnel shows an attempt to synchronize school-level initiatives with national educational priorities. (Popov et al., 2021) This alignment is essential for ensuring coherence between micro-level practices (school-based supervision) and macro-level policies (national competency standards and curriculum reforms). (Elice, Maseleno, & Pahrudin, 2023) In this way, the

supervision programs serve not only as tools for professional development but also as mechanisms for policy enactment and systemic reform, promoting a more dynamic and responsive educational ecosystem.

Supervision of the academic head in the development of SMP teachers' competencies in Seunagaln district.

The researcher returned to supervise ALZ (a teacher at SMPN 3 Seunagaln), and he stated the following:

The supervision program has been implemented, and supervision each semester has been conducted at least twice. In the professional development of teachers, the principal provides motivation, guidance, and develops the teachers' competencies so that their competencies improve. This is the role of the principal in improving teacher competence. The role of the principal in education is very important because the principal must monitor all teachers. The tasks performed by the principal include classroom observations, evaluations, and providing feedback to the teachers.

Program oversight has been restored to its original state after review. The principal is actively involved in the professional development of teachers by providing feedback, guidance, and developing teachers' competencies to enhance their skills. The principal's role in the teaching and learning process is very important, as the principal must monitor all teachers. The general conclusion based on the research results shows that the academic supervision program conducted by the principal aims to understand the overall professional competencies of teachers so that they can be applied as effectively as possible. The supervision program being implemented begins with planning that includes the formation of a team to assist in the planning, execution, and continuous and sustainable evaluation of supervision results. (M. Shofan., 2004)

The most important principle in management is that management actions must be based on a plan that has been prepared in advance and translated into concrete actions within the organization. The supervision of the academic head in the development of teacher competencies is one of the strategies to improve the quality of teaching and learning in schools. Based on the results of the meeting with MI (Head of SMPN 1 Seunagal), it was discussed that:

The supervision schedule is made at the beginning of each year, starting with the preparation of the supervision program. The schedule is planned at the beginning and then submitted to the heads of all teachers for discussion before the supervision. Supervision consists of 3 stages, namely, pre-observation, direct observation, and follow-up actions after supervision. Because the situation here is quite challenging, we formed a team known as the school supervision team. We issued a decree for this team, which is tasked with supervision. This is not only the responsibility of the principal, as the principal also has many other commitments, so this task can be handled by the vice principal or senior teachers. Fortunately, the teacher has already received supervision, which is beneficial for the self-improvement process not just for one teacher. The principal had already given instructions at the beginning before conducting the supervision, like filling in the blank puzzle. The principal's intention is to help teachers improve weaknesses and strengths that need to be addressed, so the supervision aims not to reprimand teachers but to enhance the quality of education. In this case, the teacher really made a mistake in following the supervision activities. In addition to direct supervision, there are also other methods to monitor from start to finish. Here, monitoring is done through CCTV, and direct supervision is fully justified because it is being overseen. In terms of objectivity, this also needs to be questioned. However, indirect monitoring is not as effective as direct supervision in the learning process. At SMP 2, fortunately, everything is monitored by CCTV, so we can keep an eye on the teachers' activities in the classroom. This process has been running smoothly, allowing us to monitor and observe directly through CCTV. The involvement of all stakeholders is well-coordinated and collaborative. The strategy currently being implemented to improve supervision is to provide guidance and assistance, as well as to enhance teacher competency training.

Based on the statement in the context, supervision is conducted annually by preparing a supervision schedule. This schedule is submitted to the principal and the teachers are expected to implement it as specified. There are three types of supervision: pre-observation, direct observation, and follow-up actions. Pre-Observation: The principal holds an initial meeting with the teacher to discuss the supervision objectives, the procedures to be followed, and the desired outcomes. The principal formed a school supervision team consisting of the vice principal and senior teachers. (Mawardi, 2021) Observation: The principal conducts direct observations of teaching activities in the classroom to evaluate the performance of teachers, the quality of instruction, and the interaction between teachers and students. Next Steps: After the observation, the principal provides feedback to the teachers to identify strengths and weaknesses in their performance. This feedback is constructive and aims to improve the teachers' performance. The goal of supervision is to help teachers enhance the quality of education. In addition to being directly involved in supervision activities, the principal also monitors the learning process through CCTV.

The statement indicates that academic supervision is carried out by experiencing the teacher's activities in the teaching and learning process. The main objective of supervision is to improve the overall quality of teaching and to enhance the competence of teachers. Three of those schools have teachers who respond positively to the academic supervision process, but unfortunately, some teachers feel burdened by the supervision. (Faiz, A., Putra, N. P., & Nugraha, 2022)

The findings presented highlight a multifaceted academic supervision process grounded in structured planning, direct observation, and constructive feedback, all of which underscore the principal's pivotal role in fostering teacher professional growth. Theoretically, this practice resonates strongly with Clinical Supervision Theory (Goldhammer, 1969), which outlines a cyclical model consisting of pre-observation, observation, and post-observation feedback. This approach emphasizes collaborative dialogue between supervisors and teachers, aiming not to evaluate punitively but to facilitate reflection, self-assessment, and continuous improvement in instructional practices. The intention to support rather than reprimand, as stated in the findings, aligns well with this formative, developmental model of supervision.

The use of CCTV as a supplementary monitoring tool raises important ethical and pedagogical questions. While it may offer efficiency and a broader overview of instructional practices, it risks undermining the trust-based professional culture that effective supervision relies on. From a transformational leadership perspective (Leithwood & Jantzi, 2000), the principal should inspire and motivate teachers through a shared vision, professional autonomy, and meaningful support—not through surveillance, which could be perceived as a top-down control mechanism. Thus, any technological intervention in supervision must be accompanied by clear ethical guidelines and an emphasis on professional dialogue.

This approach connects to Indonesia's Standar Nasional Pendidikan (SNP) and the Guru Penggerak (Driving Teachers) program, both of which advocate for competency-based professional development and a culture of continuous learning. The incorporation of structured supervision cycles, peer collaboration, and follow-up training directly reflects the Merdeka Belajar policy's emphasis on empowering educators to innovate and reflect within their practice. However, the mixed responses from teachers—some viewing supervision as supportive, while others feel burdened—indicate the need for greater alignment with adult learning theories (Knowles, 1980), which stress the importance of autonomy, relevance, and respect in professional development. For supervision to be genuinely transformative, it must be seen by teachers not as a compliance activity, but as an opportunity for growth rooted in mutual respect, shared goals, and context-responsive leadership.

Evaluation of school performance in the development of junior high school teachers' competencies in Seunalgaln district.

The supervision evaluation aims to measure the overall effectiveness of the academic supervision program through feedback. The principal of SMPN 1 Seunalgaln, Mr. MI, stated the following regarding academic supervision: Academic supervision has been conducted after the principal's

supervision, providing explanations about the shortcomings in the previous academic year in other areas. We are currently discussing to find a solution to the problem so that the situation can return to normal. evaluation is conducted after supervision and evaluation by the principal, vice principal, and senior teachers. The criteria used in the evaluation, namely the teacher's critical thinking skills, are very important in the learning process. The feedback provided consists of comments and evaluations based on their performance and competencies. The results of the supervision are evaluated based on the effectiveness of the head of the policymaking body in program formulation and the improvement of teacher supervision.

Based on the statement in that context, after the academic supervision is conducted, an evaluation is carried out with members providing feedback for improvement in the overall process. The evaluation involves the principal, vice principal, and senior teachers, with the success criterion being when the teacher has completed the teaching process. The feedback provided consists of assessments and evaluations based on the performance and competence of the teacher. The results of the supervision are used as the basis for evaluation in the formulation and implementation of programs to improve teacher supervision.

The researcher also interviewed SS (the head of SMPN 3 Seunagaln) who stated:

After the supervision, we conducted an evaluation and reflection on the results of the supervision. We are looking for a place to discuss issues and shortcomings so that we can address them in the next supervision. The evaluation results obtained from the supervision are reflected back. When we socialize with the teachers, it has been done well so that in the learning process, from the administrative side of the teachers, it has been organized, and from the performance side of the teachers, it has also been well organized. In the future, each supervision will show improvements in both the administrative side of the teachers and the performance side of the teachers in the classroom. The criteria to be achieved are the quality of the educational process in accordance with the planned standards.

Based on the statements made during the supervision, an evaluation is conducted to identify issues and deficiencies that need to be addressed in the next supervision. The evaluation results show differences among the teachers in terms of administration and performance. In the future, the administration and management of teachers will be monitored at all times, with the criterion being the quality of education as planned. The same issue was raised by SB (the head of SMPN 6 Seunagaln), who stated that the evaluation should involve calling the supervised teachers to discuss the results, including the strengths and weaknesses in its implementation. The distribution of the Sejaluh region is not significantly different, especially in terms of its geographical features. If the answer is no, it is not possible to monitor equipment in other areas. The principal must first communicate with the teachers to carry out the supervision task. The academic supervision process involves verbal feedback and discussions with the teacher after the evaluation. For example, the lack of time management, after supervision and evaluation, often causes teachers to struggle with time management in their classrooms. Based on the results of direct evaluation conducted after supervision, to address the shortcomings in the implementation of the program aimed at improving the quality of learning and enhancing teacher competence. The evaluation of teacher performance is conducted by supervisors, but teacher performance is also assessed by the team based on their individual evaluations. The results of the supervision based on the evaluation have led to improvements in the teaching and learning process conducted in the classroom.

4. CONCLUSION

The supervision program aims to improve the quality of learning by considering the importance of enhancing teachers' competencies. The supervision program is also structured and planned in such a way that it involves several internal parties from the school who assist in the supervision process. The principal is actively involved in the professional development of teachers by providing motivation, guidance, and developing teachers' competencies to enhance their skills. The

implementation of academic supervision according to the schedule determined by the established academic team. Teaching supervision is conducted after reviewing the completeness of teacher administrative tools such as RPP (Lesson Plan), Protal (Annual Program), and Prosem. Academic supervision includes school visits, observing teachers' performance in teaching, evaluating teachers' materials, and assessing the use of teaching methods in supervision through transparent and collaborative means. The evaluation conducted after the supervision program involved identifying several shortcomings that occurred in the teaching and learning process. The evaluation is conducted by the principal, vice principal, and senior teachers, with success criteria based on the teachers' performance in the teaching process. The evaluation results show that after conducting several supervision sessions, overall performance has significantly improved.

The academic supervision program continues to be implemented sustainably with the aim of improving teachers' competencies. The principal aims to improve teachers' competencies through supervision and follow-up actions, such as providing quality guidance and support, training teachers' competencies through workshops or seminars, and further education at higher levels. In general, the implementation of the academic supervision program in schools under the jurisdiction of State Junior High Schools in Seunalgan District, Ralyalbalik Subdistrict, has been running well, including planning, execution, evaluation, and follow-up programs. However, improvements are needed in terms of human resources and the quality of the learning process, especially at SMP Negeri 6 Seunalgan.

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