

Teachers' Perceptions of Academic Supervision by Principals in State Vocational Secondary Schools in The Koto Tangah District of Padang City

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ABSTRACT

This study was motivated by the issue of suboptimal academic supervision by principals in public vocational schools in the Koto Tangah subdistrict of Padang City. This study aims to explore information about academic supervision by school principals according to teachers' perceptions, reviewed from the indicators of academic supervision planning, implementation of academic supervision, evaluation of academic supervision, academic supervision feedback, and follow-up on academic supervision. This research is descriptive and quantitative in nature, with the research population consisting of all 78 teachers at public vocational schools in the Koto Tangah District. Saturation sampling was used in this research, making it a population study. The instrument used in this study was a Likert scale questionnaire with five answer choices, namely always, often, sometimes, rarely, and never. This research questionnaire had been tested on 15 teachers outside the sample and population, and its validity and reliability had been tested. Forty items were declared valid and reliable. The data were then processed using the mean formula. Based on the results of the study, it was found that teachers' perceptions of academic supervision by the principal at public vocational schools in the Koto Tangah District of Padang City in the process of 1) planning obtained an average score of 4.28, which is in the good category, 2) implementation obtained an average score of 4.08, which is in the good category, 3) evaluation obtained an average score of 4.20, which is in the good category, 4) feedback obtained an average score of 4.29, which is in the good category, 5) follow-up obtained an average score of 4.16, which is in the good category. Thus, it can be concluded that academic supervision carried out by the principal according to teachers' perceptions obtained an average score of 4.20, which is in the good category.

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1. INTRODUCTION

Education plays a very important role in the development of society and the nation. As the main foundation in human resource development, education aims not only to transfer knowledge, but also to shape the character and skills of individuals. One of the ways to achieve these educational goals is through educational institutions or schools. Schools need to be managed well in order to achieve quality education. The most effective way to improve the quality of education is through the active role of the principal. The principal and teachers are a unit that plays a very important role in the implementation of education.

Teachers and principals interact directly with students in the learning process. To develop professional and qualified teachers, principals need to provide good guidance and direction to teachers (Amanda & Triono Ali Mustofa, 2024)

As leaders of educational institutions, principals need to pay serious attention to the management of teachers involved in these institutions so that they become qualified and professional teachers, because only qualified and professional teachers will be able to keep educational institutions going and improve the quality of education. Principals are one of the most important components of education in improving its quality. One of the roles of the principal is as an education supervisor because the progress of education in an institution is determined by educational supervision (Ferdinandus Daud & Yosep Belen Keban, 2021). According to D & Julkifli (2021), the principal as a supervisor is tasked with providing guidance, assistance, supervision, and assessment on issues related to the technical implementation and development of education, teaching in the form of improving teaching programs and educational activities to create a better teaching and learning situation. The existence of teachers is very important for a nation, especially a nation that is developing, and even more so for the life of a nation in the midst of changing times with increasingly sophisticated technology and all the changes and shifts in values that tend to give life a dynamic nuance that demands knowledge and art in order to be able to adapt (Ginting et al, 2021)

Supervision can be defined as the act of overseeing educators and educational staff to improve the quality of education. This is a key term that can give rise to two aspects of supervision, namely academic supervision and managerial supervision (Hurit, 2021). Knowledge of supervision is essential for prospective educators so that all classroom activities can achieve their intended goals. This is especially true for school principals, who must thoroughly understand and comprehend how to effectively manage the school's systems so that the school's vision and mission can be realized (Sarkati, 2019). Supervision activities are focused on providing services and assistance, both individually and in groups, in an effort to improve teaching, so that teachers and other educational personnel feel guided by a supervisor, not as a relationship between superiors and subordinates but as a human relationship (Nugraha, 2015). Academic supervision is an activity of providing support and assistance to teachers in order to improve and develop their professionalism in teaching and learning activities. Academic supervision is closely related to the quality of learning because quality learning requires teachers with a high level of professionalism.

The function of academic supervision of educators is important in supporting school principals in measuring the quality of teaching and learning activities implemented by teachers. The supervision process carried out by school principals towards teachers is an important element in the overall performance appraisal system for educators, because the results of the evaluation of these activities are used as a basis for the continuous professional development of teachers. According to Achmad Karimulah & Ummah (2021), the importance of implementing academic supervision is to improve teachers' professional abilities and enhance the quality of learning through a good learning process, as well as to help teachers and madrasah principals produce graduates who are good in terms of both quality and quantity. Therefore, this supervision activity should be carried out regularly in schools as one of the activities that is considered positive in improving the learning process. Based on preliminary observations and interviews with several teachers at State Vocational Schools in Koto Tengah Subdistrict, information was obtained from four teachers regarding issues/phenomena related to the implementation of supervision by the principal, as follows: 1) The principal has not involved all teachers in formulating the objectives of academic supervision. 2) The principal has not been optimal in carrying out academic supervision due to time constraints and a lack of supporting resources in the implementation of supervision. 3) The principal places more emphasis on checking administrative aspects or the physical completeness of teachers, rather than conducting in-depth observations of the learning process, interactions between teachers and students, and the effectiveness of teaching methods. 4) The principal evaluates academic supervision based on limited time, resulting in a rushed and superficial evaluation. 5) The principal has not provided guidance to teachers to improve their ability to manage learning as feedback from the assessment. 6) The principal has not maximized follow-up activities after conducting supervision activities.

Based on the above problems, this study aims to determine teachers' perceptions of the principal's academic supervision at public vocational schools in the Koto Tengah subdistrict of Padang in the following aspects:

1. Academic supervision planning
2. Academic supervision implementation
3. Academic supervision evaluation
4. Academic supervision feedback
5. Academic supervision follow-up

2. METHOD, DATA, ANALYSIS

This study uses a quantitative descriptive research method. According to Yusuf (2016:62), quantitative descriptive research is a planned and structured process that aims to find solutions to a problem or obtain a comprehensive understanding of a phenomenon through the application of systematic quantitative methods. This study will describe teachers' perceptions of academic supervision by principals in public vocational high schools in the Koto Tengah subdistrict of Padang City.

The population in this study consisted of all teachers at public vocational high schools in the Koto Tengah subdistrict of Padang, totaling 78 people. Because the population was less than 100, the author took the entire population for study. According to Sugiyono (2022:85), saturated sampling is a sampling technique in which all members of the population are used as samples. Based on Hendryadi (2015) opinion, saturated sampling is a sample that represents a population considered small or less than 100, also known as total sampling. Since there are only 78 teachers at public vocational schools in the Koto Tengah sub-district of Padang City, the population was used as the sample.

The research questionnaire used was a Likert scale questionnaire with five answer choices. The validity and reliability of this research questionnaire were tested on 15 teachers at SMK Negeri 5 Padang, with all questionnaire items found to be valid and reliable. The data analysis technique used the mean formula.

3. RESULT AND DISCUSSION

Result

The results of the study on Teachers' Perceptions of Academic Supervision by Principals in Public Vocational High Schools in the Koto Tengah District of Padang City were examined from five aspects, namely:

Table 1. Recapitulation of the average scores of teachers' perceptions of the academic supervision of principals in public vocational high schools in the Koto Tengah subdistrict of Padang City

No	Indicator	Average score	Category
1	Academic supervision planning	4,28	Good
2	Academic supervision implementation	4,08	Good
3	Academic supervision evaluation	4,20	Good
4	Academic supervision feedback	4,29	Good
5	Academic supervision follow-up	4,16	Good
Average		4,20	Good

Based on the recapitulation of the average score for each indicator above, it can be seen that the results of data processing regarding teachers' perceptions of academic supervision by principals in public vocational schools in the Koto Tengah sub-district of Padang City is 4.20. It can be seen that the highest indicator is feedback with an average score of 4.29 in the good category. Meanwhile, the lowest indicator is implementation, with an average score of 4.08, which is categorized as good. In general, the average score of teachers' perceptions of the academic supervision of principals in public vocational high schools in the Koto Tengah sub-district of Padang City is in the good category. This means that according to teachers' perceptions, the academic supervision of principals is good.

Discussion

The discussion of the research results will be described based on five research indicators, namely: 1) Planning, 2) Implementation, 3) Evaluation, 4) Feedback, and 5) Follow-up. The following is a description of the discussion of the research results:

The results show that teachers' perceptions of principal academic supervision on the planning indicator were in the good category, with an average score of 4.26. The highest score (4.46) was found in the item "The principal determines the supervision instruments," while the lowest score (4.04) was found in the item "The principal uses individual supervision techniques such as classroom visits and personal conversations." The low score on this item was due to time constraints and the high workload of the principal, which reduced the opportunity for individual supervision. In addition, the lack of ability to build effective and open personal conversations resulted in suboptimal communication with teachers. This condition shows that principals are not yet fully capable of creating a relaxed, honest, and comfortable

discussion atmosphere for teachers. To overcome this, principals need to develop a routine and structured class visit schedule by utilizing their free time without interfering with their main duties. In line with Marbun (2024) view, good time management helps principals balance administrative and academic supervision tasks efficiently. The application of individual supervision techniques such as class visits and personal conversations is important because it allows principals to provide specific guidance according to teachers' needs. Prawito (2020) emphasizes that classroom visits help principals observe the learning process directly and assist teachers in overcoming obstacles in the classroom, while Indadihayati et al. (2019) add that private conversations provide a means for teachers and supervisors to discuss learning issues and find solutions together.

The results of the study indicate that teachers' perceptions of principal academic supervision on the implementation indicator were in the good category with an average score of 4.08. The highest score (4.18) was found in the item "The principal collects supervision data from various aspects of the teaching and learning situation," while the lowest score (3.94) was found in the item "The principal provides personal guidance for the development of teachers' teaching competencies." The low score was due to two main factors. First, the principal's limited competence in providing effective personal guidance, as this requires good communication skills, understanding of individual teachers' needs, and expertise in providing appropriate solutions. Second, teachers' lack of openness in communicating their development needs, which may be influenced by emotional distance, fear of being judged incompetent, and a communication culture that does not support openness. To overcome this, principals need to improve their capacity through coaching and mentoring training, as well as building open, empathetic, and trusting communication with teachers. Effective communication, according to Nurdin et al. (2013), is a process of sharing meaning that creates mutual understanding between parties. This is important so that teachers feel safe to discuss their competency development needs. Yanuar Ada Zega (2023) also emphasizes that communication skills are the key to a leader's success in building harmonious relationships with their subordinates. In addition, principals need to develop a systematic guidance program based on the real needs of teachers and involve teachers in reflection and evaluation. According to Santosa (2019:12), personal guidance is not only oriented towards improving weaknesses but also towards developing teachers' potential and enhancing their professionalism on an ongoing basis. Thus, the principal acts as a facilitator and motivator who encourages teachers to become adaptive, innovative, and high-quality educators, thereby contributing directly to improving the quality of learning in schools.

The results of the study show that teachers' perceptions of the principal's academic supervision on the evaluation indicators are in the good category with an average score of 4.21. The highest score (4.37) was found in the item "The principal documents the process and results of academic supervision evaluation systematically," while the lowest score (4.08) was found in the item "The principal assesses the effectiveness of supervision by comparing the teaching conditions of teachers before and after supervision is carried out." The low score was due to the lack of systematic documentation of the initial conditions of teachers before supervision. Many principals conduct supervision without recording detailed information about teachers' learning conditions through initial observations or structured assessment instruments. As a result, the evaluation process becomes less objective and not data-based, making it difficult to accurately assess the effectiveness of supervision. To overcome this, principals need to develop an integrated and standardized documentation administration system, for example, by using standard observation forms or a digital database that records the conditions of teachers before and after supervision. Purwanto (2007) emphasizes that a good administrative system must provide factual data as a basis for objective evaluation, while Sahertian (2019) stresses the importance of recording and documentation at every stage of supervision so that the results can be measured systematically and continuously. Furthermore, Lantip Diat Prasajo (2011) states that effective supervision evaluation must compare the initial and final conditions after coaching to determine the level of success and decide on follow-up professional development for teachers. Evaluation is not merely a formality, but a means to continuously improve the quality of learning. By assessing the effectiveness of supervision through a comparison of the conditions before and after, the principal can determine the real impact of supervision on improving teacher competence and performance, both in terms of planning, teaching methods, classroom management, and student learning outcomes. This data-based evaluation will make academic supervision more focused, objective, and oriented towards improving the quality of learning in schools.

The results of the study indicate that teachers' perceptions of principal academic supervision on the feedback indicator were in the good category with an average score of 4.29. The highest score (4.45) was found in the item "The principal conveys the results of supervision verbally to teachers," while the lowest score (4.15) was found in the item "The principal provides written notes on the results of supervision to

teachers.” The low score on this item was due to several factors. First, principals prioritize verbal feedback because it is considered more practical, quick, and easy for teachers to understand. Second, the lack of a structured administrative system for compiling written notes on supervision results means that this activity has not yet become a habit. To optimize the provision of written notes, principals need to develop a simple and efficient documentation system, for example, by using a standard format or written feedback sheet that is easy to fill out. In addition, the use of digital technology such as supervision applications, Google Forms, or online documents can speed up the process of compiling and storing written supervision results. School principals also need to attend training or mentoring on effective written feedback techniques so that the records they make have constructive guidance value. According to E. Mulyasa (2018) school principals as academic supervisors must have the competence to provide guidance and coaching to teachers, including the ability to compile meaningful written reports on supervision results. These reports should contain objective notes on teachers' strengths and weaknesses in teaching, accompanied by specific and actionable suggestions for improvement. Furthermore, H. E. Mulyasa (2011) emphasizes that documentation of supervision in the form of written notes is an important part of the teacher professional development system, as it makes the supervision process more accountable, transparent, and oriented towards improving the quality of learning. With written records of supervision results, teachers can obtain clear, objective, and measurable feedback as a basis for improving and enhancing the quality of the learning process in the classroom.

The results of the study indicate that teachers' perceptions of the principal's academic supervision on the follow-up indicator are in the good category with an average score of 4.27. The highest score (4.44) was found in the item “The principal conducts periodic monitoring and evaluation of the progress achieved,” while the lowest score (4.04) was found in the item “The principal develops a specific and measurable academic supervision action plan.” This low score was due to the principal's lack of ability to design systematic follow-up based on observation data, as well as time constraints and a lack of understanding of the importance of clear success indicators. As a result, the follow-up actions taken are still general in nature and do not fully meet the real needs of teachers. To optimize this, principals need to improve their managerial and supervisory analysis skills and develop structured follow-up plans that include objectives, action steps, timelines, and success indicators. It is important to involve teachers in the drafting process so that the follow-up is in line with their professional development needs. Manggar & Cahyono (2017) explain that follow-up takes the form of reinforcement and rewards given to teachers who have met the standards, educational reprimands given to teachers who have not met the standards, and opportunities for teachers to participate in further training. According to Ambarukmi et al. (2019:10), a follow-up plan is a form of the principal's responsibility in improving the learning process that affects student learning outcomes. Wahjosumidjo (2011) emphasizes that principals must be able to develop systematic teacher development programs through needs analysis, priority setting, and continuous evaluation. Thus, specific and measurable supervision action plans become an important foundation for the continuous improvement of teacher competence and learning quality.

4. CONCLUSION

Based on the results of research on teachers' perceptions of principal academic supervision in public vocational high schools in the Koto Tengah District of Padang City, overall. The planning indicator received an average score of 4.2 in the good category, the implementation indicator received a score of 4.08 in the good category, the evaluation indicator received a score of 4.20 in the good category, the feedback indicator received the highest score of 4.29 in the good category, while the follow-up indicator received a score of 4.16 in the good category. In general, it can be concluded that the implementation of academic supervision has been carried out well, with an overall average score of 4.20 in the good category.

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