

Implementation of Academic Supervision by School Principals in Public Junior High Schools in Padang Timur District

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ARTICLE INFO

Article history:

Received July 15, 2026

Revised July 16, 2026

Accepted July 17, 2026

Available online September 30, 2026

Keywords:

Academic Supervision, Principal, Implementation Supervision



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ABSTRACT

This study examined the implementation of academic supervision by school principals in public junior high schools in Padang Timur District. The study was motivated by the fact that academic supervision had not been implemented optimally, particularly regarding follow-up activities, constructive feedback, and continuous professional development for teachers. The study aimed to describe the implementation of academic supervision in terms of planning, implementation, feedback, and follow-up. A descriptive quantitative research design was employed. The population consisted of 248 teachers from public junior high schools in Padang Timur District. A total of 159 teachers were selected as the sample using proportional stratified random sampling with a 5% margin of error. Data were collected through a five-point Likert scale questionnaire that had been tested for validity and reliability. The data were analyzed using mean scores. The findings indicated that the overall implementation of academic supervision was in the optimal category, with an overall mean score of 4.28. The planning aspect obtained a mean score of 4.27, the implementation aspect 4.31, the feedback aspect 4.25, and the follow-up aspect 4.30. These findings indicated that school principals had implemented academic supervision effectively across all dimensions. However, the feedback component remained the weakest aspect and required further improvement to ensure that supervision results contributed more effectively to teachers' professional development and the improvement of instructional quality.

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1. INTRODUCTION

Education plays a fundamental role in developing qualified human resources and improving national competitiveness. The quality of education is closely associated with the quality of the teaching and learning process, in which teachers serve as the primary agents of educational improvement. Teachers are therefore expected to continuously develop their professional competencies to provide meaningful learning experiences and improve students' learning outcomes. Teachers are a central component of the educational process because they directly interact with students and determine the effectiveness of learning activities. According to Law Number 14 of 2005 concerning Teachers and Lecturers, Article 1, teachers have professional responsibilities to educate, teach, guide, direct, train, assess, and evaluate students at various levels of education. Mulyasa (2021) stated that teachers do not merely function as instructors but also as facilitators and motivators who are responsible for creating enjoyable, conducive, and meaningful learning environments that encourage students to develop their potential optimally. Furthermore, Rifma (2016) emphasized that teachers play an essential role in developing students' character, personal potential, and moral awareness through well-planned instructional processes. These perspectives indicate that the quality of pedagogical interaction between teachers and students significantly influences learning

outcomes. In addition to pedagogical competence, the quality of teacher-student interaction is also influenced by interpersonal communication skills. Open, empathetic, and constructive communication supported by effective feedback can establish positive educational relationships, increase student participation, and promote effective learning environments (Achyar et al., 2026). Therefore, improving teacher professionalism becomes a crucial factor in ensuring the quality of educational processes.

Academic supervision has been recognized as one of the most effective strategies for improving teachers' instructional competence and educational quality. According to Glickman, Gordon, and Ross-Gordon (2018), academic supervision is a series of professional assistance activities designed to help teachers improve their ability to manage the teaching and learning process effectively. Likewise, Sergiovanni and Starratt (2020) argued that supervision should not merely evaluate teachers' performance but should promote professional growth through collaboration, reflection, and continuous improvement. In the same vein, Daresh and Glickman (2018) dalam (Evanofrita et al., 2020), explained that academic supervision is a systematic process of assisting teachers in developing their competence to plan, implement, and evaluate learning activities in order to achieve instructional objectives. Furthermore, Sahertian (2008) emphasized that supervision should be viewed as a continuous professional guidance process that assists teachers individually and collectively in improving the quality of classroom instruction. These perspectives indicate that academic supervision is developmental rather than evaluative, emphasizing professional assistance, collaboration, and continuous instructional improvement.

The strategic role of school principals is inseparable from the successful implementation of academic supervision because they are directly responsible for improving instructional quality within schools. Hallinger (2020) emphasized that instructional leadership exercised by school principals significantly contributes to teachers' professional development and student achievement. Effective principals create supportive learning environments by conducting systematic supervision, providing constructive feedback, and facilitating continuous professional learning opportunities. Similarly, Mulyasa (2013) explained that academic supervision functions to improve teachers' competence in planning, implementing, and evaluating classroom instruction so that learning activities become more effective and meaningful. In addition, Sergiovanni emphasized that the objectives of academic supervision include promoting teachers' professional development, ensuring instructional quality, and motivating teachers to continuously improve their professional competence. Therefore, school principals are expected not only to supervise teachers but also to become instructional leaders who encourage sustainable professional learning within schools.

The implementation of academic supervision generally consists of four interconnected stages: planning, implementation, feedback, and follow-up. According to the Directorate General of Teachers and Education Personnel of the Indonesian Ministry of Education (2019), supervision planning involves determining objectives, schedules, supervision techniques, and observation instruments before classroom observation is conducted. Hartanto and Purwanto (2019) explained that effective implementation requires classroom observations based on agreed indicators using objective observation instruments. Furthermore, Ambarrukmi et al. (2019) stated that constructive feedback enables teachers to recognize both strengths and weaknesses in their instructional practices, whereas follow-up activities ensure that supervision results lead to continuous professional improvement.

Although academic supervision has been widely implemented, several studies have reported that its effectiveness remains inconsistent across schools. In many cases, supervision activities tend to focus on administrative compliance rather than professional coaching. Feedback is frequently general and lacks specific recommendations for instructional improvement, while follow-up programs are not consistently implemented according to teachers' developmental needs. Consequently, supervision often fails to produce significant improvements in instructional quality.

However, previous studies have revealed that the implementation of academic supervision has not yet achieved optimal results. Research conducted by Ramadan et al. (2024) found that many school principals still experience difficulties in implementing systematic follow-up programs after classroom observations. Similarly, Nahar et al. (2023) reported that academic supervision tends to focus more on administrative compliance rather than continuous professional coaching for teachers. Furthermore, Aziz and Hadiyanto (2023) indicated that teachers often perceive supervision as an evaluative activity rather than a collaborative professional development process. Another study by Tika et al. (2023) revealed that feedback provided by principals is frequently inconsistent, insufficiently structured, and rarely followed by sustainable improvement programs.

Previous research has revealed that several aspects of academic supervision have not been fully optimized. Although supervision programs had been implemented regularly, some teachers reported that

supervision schedules were not always communicated effectively, feedback was sometimes limited to general comments, and follow-up activities such as mentoring, coaching, or professional discussions were not consistently carried out. These conditions suggested that further evaluation of academic supervision implementation was required to identify areas requiring improvement.

Based on these considerations, this study aimed to describe the implementation of academic supervision by school principals in public junior high schools in Padang Timur District. Specifically, the study examined four dimensions of academic supervision: planning, implementation, feedback, and follow-up. The findings were expected to provide empirical evidence regarding current supervisory practices and serve as valuable input for school principals, teachers, and educational policymakers in strengthening instructional supervision and improving the quality of teaching and learning.

2. METHOD, DATA, ANALYSIS

This study employed a quantitative descriptive research design to describe the implementation of academic supervision by school principals in junior high schools in Padang Timur District. The population consisted of 248 teachers from all public junior high schools in Padang Timur District. The sample comprised 159 teachers, determined using the Slovin formula with a 5% margin of error and selected through proportional stratified random sampling to ensure proportional representation from each school.

Data were collected using a closed-ended questionnaire based on a five-point Likert scale. The research instrument measured the implementation of academic supervision through four indicators: supervision planning, supervision implementation, supervision feedback, and supervision follow-up. Prior to data collection, the questionnaire was tested for validity using the Pearson Product-Moment correlation and for reliability using Cronbach's Alpha. The results indicated that all questionnaire items met the required validity and reliability criteria before being distributed to the respondents.

The collected data were analyzed using descriptive statistical techniques. The mean score was calculated to determine the level of implementation of academic supervision by school principals. The results were then interpreted using predetermined assessment categories to describe the quality of each supervision indicator as well as the overall implementation. All statistical analyses were conducted using IBM SPSS Statistics version 26.

3. RESULT AND DISCUSSION

Result

The study aimed to describe the implementation of academic supervision by school principals in public junior high schools in Padang Timur District. Data were collected from 159 teachers using a validated Likert-scale questionnaire consisting of four indicators: planning, implementation, feedback, and follow-up. The descriptive analysis of the findings is presented in Table 1.

Table 1. The Mean Scores of Academic Supervision Implementation

No	Indicator	Mean Score	Category
1	Planning	4.27	Optimal
2	Implementation	4.31	Optimal
3	Feedback	4.25	Optimal
4	Follow-up	4.30	Optimal
Overall		4.28	Optimal

The results of the study indicate that the implementation of academic supervision by school principals in public junior high schools in Padang Timur District was categorized as optimal. The findings based on each indicator are presented in Table 1.

The results indicate that the implementation of academic supervision by school principals was generally categorized as optimal, with an overall mean score of 4.28. Among the four indicators, the implementation stage obtained the highest mean score 4.31, while the feedback stage recorded the lowest mean score 4.25. Although all indicators were categorized as optimal, the findings suggest differences in the quality of implementation across supervision stages.

The planning indicator 4.27, demonstrates that school principals had prepared supervision activities systematically by establishing supervision objectives, determining schedules, selecting supervision

techniques, and preparing observation instruments before classroom supervision was conducted. These findings indicate that supervision activities were generally organized in accordance with the principles of systematic educational management.

The implementation indicator obtained the highest mean score 4.31, indicating that principals effectively carried out classroom observations, created a supportive supervisory atmosphere, and implemented supervision according to the predetermined procedures. Teachers perceived that principals conducted classroom supervision professionally without interrupting the teaching and learning process. The feedback indicator received the lowest mean score 4.25. Although it remained within the optimal category, this finding indicates that the quality of feedback provided after classroom observations still requires improvement. Several teachers perceived that post-observation discussions were not always sufficiently reflective, collaborative, or focused on identifying concrete strategies for improving instructional practices.

The follow-up indicator obtained a mean score of 4.30, indicating that principals generally implemented follow-up activities after supervision through coaching, professional guidance, discussions, and encouragement for teachers to improve instructional quality. These activities demonstrate that supervision was not limited to classroom observation but continued through professional development initiatives.

Overall, the findings indicate that academic supervision has been implemented appropriately across its major stages. Nevertheless, strengthening the feedback process remains essential to maximize the effectiveness of supervision in improving teachers' professional competence and instructional quality.

Discussion

The findings of this study answer the research question regarding the implementation of academic supervision by school principals in public junior high schools in Padang Timur District. The overall mean score of 4.28, categorized as optimal, indicates that school principals have generally implemented academic supervision effectively across the four essential stages: planning, implementation, feedback, and follow-up. These findings suggest that academic supervision has become an integral component of instructional leadership in supporting teachers' professional development and improving instructional quality.

The planning stage obtained a mean score of 4.27 and was categorized as optimal. This finding indicates that school principals have prepared supervision activities through determining objectives, scheduling supervision activities, selecting appropriate supervision techniques, and preparing supervision instruments. This result supports the view of the Directorate General of Teachers and Education Personnel (2019), which explains that supervision planning includes formulating objectives, determining schedules, selecting approaches and techniques, and preparing instruments. A well-designed supervision plan becomes an important foundation because it enables supervision activities to be conducted systematically, effectively, and according to teachers' professional development needs.

Furthermore, the findings are consistent with Mansyur (2021), who explains that supervision planning should consider several important components, including supervision objectives, schedules, techniques, and instruments. The implementation of proper planning indicates that principals have understood that academic supervision requires preparation rather than being conducted incidentally. In this context, planning serves as a guide for principals in determining the direction of supervision and ensuring that supervision activities are aligned with improving teachers' instructional competence. Thus, the findings modify the understanding of supervision planning by emphasizing that effective planning is not only an administrative requirement but also a strategic process for identifying teachers' needs and designing appropriate professional support.

The implementation indicator obtained the highest mean score of 4.31, indicating that principals were able to carry out supervision activities effectively. This finding shows that classroom observations and supervision procedures were conducted professionally without disrupting the learning process. The result supports Hartanto and Purwanto (2019), who state that the implementation of academic supervision must be conducted according to established schedules, procedures, and agreements so that supervision can become a professional and transparent process for teacher development.

The high score in the implementation stage also reflects the application of collaborative supervision principles. Sergiovanni and Starratt in Hidayat et al. (2025) emphasize that academic supervision should be collaborative, non-judgmental, based on factual observation data, and focused on improving learning practices rather than merely assessing teacher performance. Therefore, the findings indicate that principals in Padang Timur District have positioned supervision as a professional development activity rather than a

controlling mechanism. This supports the view that successful supervision depends not only on observation activities but also on the ability of supervisors to create supportive relationships with teachers.

The feedback indicator obtained the lowest mean score among the four indicators, namely 4.25, although it remained within the optimal category. This finding is important because feedback represents the stage where supervision results are transformed into meaningful professional improvement. The relatively lower score indicates that although feedback activities have been implemented, there is still a need to strengthen the quality of post-observation discussions so that they become more reflective, collaborative, and solution-oriented.

This finding supports previous theoretical explanations that effective feedback should not only communicate weaknesses but also encourage teachers to reflect and develop improvement strategies. According to Hattie and Timperley (2007) in (Rahmadan et al. 2025), effective feedback should be specific, related to learning objectives, and provide guidance regarding future improvements. Furthermore, Sahertian (2008) in (Khaqiqi 2025), explains that a quality feedback meeting should create a comfortable atmosphere, present objective observation data, provide opportunities for teachers to express their reflections, and formulate improvement agreements together.

The findings suggest that feedback is an area requiring further strengthening in academic supervision practices. Although principals have conducted feedback activities, the process needs to move beyond delivering evaluation results toward developing professional dialogue. This indicates a modification of existing supervision theory by emphasizing that the effectiveness of supervision is not determined only by whether feedback is provided, but also by the extent to which feedback encourages teacher reflection and instructional improvement.

The follow-up indicator obtained a mean score of 4.30 and was categorized as optimal. This finding shows that principals have continued supervision activities through coaching, guidance, discussions, and professional encouragement. The result supports Hartanto and Purwanto (2019), who state that supervision without follow-up does not provide meaningful impact on improving learning quality. Follow-up activities are essential because they ensure that supervision findings are implemented into concrete improvements in teaching practices.

Furthermore, Sulistyorini et al. (2021) explain that follow-up activities can be carried out through coaching, consultation, discussion, and providing examples of effective classroom practices. The findings indicate that principals have implemented supervision as a continuous professional development process rather than a one-time observation activity. Therefore, follow-up becomes an important mechanism connecting supervision results with improvements in teacher competence and learning quality.

Overall, the findings of this study answer the research problem by demonstrating that academic supervision by principals in public junior high schools in Padang Timur district District has been implemented well across all stages. However, the results also reveal that feedback remains the most critical aspect requiring improvement. The findings imply that future academic supervision practices should place greater emphasis on reflective dialogue, collaborative problem-solving, and individualized professional assistance. In this way, academic supervision can function optimally as a continuous professional development strategy that contributes to improving teacher competence and the quality of learning.

Theoretically, this study reinforces the understanding that academic supervision is a systematic professional development process that occurs through interrelated stages: planning, implementation, feedback, and follow-up. The effectiveness of academic supervision is not only determined by the implementation of supervision itself, but also by the integration of each stage as a continuous system that supports the improvement of teacher competency and the quality of learning. Practically, the results of this study provide implications for school principals to improve the quality of academic supervision implementation, particularly by strengthening the feedback mechanism that is more structured, dialogical, and based on observation results. In addition, school principals need to develop follow-up programs that are appropriate to the actual needs and problems of teachers so that the results of supervision can be implemented effectively. Thus, academic supervision is not only an evaluation activity, but can also serve as a strategy for continuous professional development to improve the quality of teaching in schools.

4. CONCLUSION

This study aimed to describe the implementation of academic supervision by school principals in junior high schools in Padang Timur District, covering the aspects of planning, implementation, feedback, and follow-up. The findings indicate that the overall implementation of academic supervision is categorized as optimal, with an average score of 4.28. Specifically, the planning aspect obtained a mean score of 4.27, the implementation aspect 4.31, the feedback aspect 4.25, and the follow-up aspect 4.30. These findings

answer the research questions by demonstrating that school principals have generally implemented academic supervision effectively across all stages. Nevertheless, the feedback component received the lowest average score among the four indicators, indicating that although supervision has been carried out properly, there is still room for improvement in providing constructive, systematic, and continuous feedback to teachers.

Based on these findings, it is recommended that school principals strengthen the quality of post-supervision feedback by conducting reflective discussions, providing specific recommendations for instructional improvement, and ensuring consistent follow-up activities that support teachers' professional development. The Education Office is encouraged to provide continuous training and monitoring programs to enhance principals' competencies in conducting effective academic supervision. Furthermore, teachers are expected to actively engage in the supervision process by using the feedback received as a basis for improving their instructional practices. Future researchers are also encouraged to expand this study by examining factors influencing the effectiveness of academic supervision or by employing qualitative and mixed-method approaches to obtain a deeper understanding of supervision practices and their impact on teacher performance and learning quality.

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