

Supervision Process by the Principal at Junior High Schools in the North Payakumbuh District

Rafnilia Darma Sari^{1*}, Ahmad Sabandi², Tia Ayu Ningrum³, Singgih Ginanjar⁴

^{1,2,3,4} Department of Educational Administration, Padang State University, Padang, Indonesia

ARTICLE INFO

Article history:

Received October 19, 2025

Revised October 21, 2025

Accepted October 23, 2025

Available online December 31, 2025

Keywords:

Supervised, Principal, Planning, Implementation, Evaluation



This is an open access article under the [CC BY](https://creativecommons.org/licenses/by/4.0/) license.

Copyright © 2025 by Author. Published by Laboratory of Educational Administration Departemen Universitas Negeri Padang

ABSTRACT

This study aims to determine how well the supervision process is conducted in public junior high schools in the North Payakumbuh District through four main indicators, namely supervision planning, supervision implementation, supervision evaluation, and follow-up on supervision results. This research uses a quantitative approach with a descriptive method. A sample of 54 teachers was determined using the Proportional Random Sampling technique from a population of 106 teachers in three schools. The instrument was a Likert-scale questionnaire, assessed for validity and reliability using SPSS version 31. The results of the study show that the supervision process falls into the good category, with an average score of 4.34 and a respondent achievement level of 86.76%. The highest indicator is in the aspect of supervision planning, while the lowest indicator is in the aspect of follow-up on supervision results. These findings indicate that principal supervision has been fairly effective, particularly in the aspects of clear planning and instrument-based evaluation; however, there is still a need for strengthening the follow-up aspect so that the results of supervision have a greater impact on improving the quality of learning.

Corresponding Author:

Rafnilia Darma Sari

Email: rafniadarmasari@gmail.com

1. INTRODUCTION

Education is the main means of developing human potential to become individuals who are faithful, knowledgeable, and morally upright. To achieve these educational objectives, a quality learning process is required, one of which is through the enhancement of teacher professionalism. Teachers are the spearhead of educational implementation because the success of the teaching and learning process in the classroom is greatly determined by the teacher's ability to plan, implement, and evaluate learning. Therefore, teacher development through academic supervision becomes very important in the context of improving the quality of education.

According to Purwanto (2014), supervision is an activity designed to help teachers develop their professional abilities in order to carry out the learning process effectively. Meanwhile, Sahertian (2010) defines supervision as a process of systematically providing guidance to teachers in developing better teaching and learning situations. In line with this, Mulyasa (2013) emphasizes that school principal supervision is not only an administrative oversight activity but also a form of professional development aimed at improving and enhancing the quality of learning.

In the context of educational management, the principal has a strategic role as an academic supervisor. As explained in the Ministry of National Education Regulation Number 13 of 2007 concerning the Competency Standards for School Principals, one of the competencies that a principal must possess is the ability to conduct academic supervision of teachers. Through supervision activities, the principal can

provide guidance, motivation, and constructive feedback to teachers to improve the quality of the learning process.

However, in reality, the implementation of supervision in schools is often not running optimally. Based on the results of initial observations and interviews conducted by the researcher at several public junior high schools in North Payakumbuh District, it was found that there are still teachers who view supervision merely as a formality. Some teachers have not felt the tangible benefits of the supervision results due to a lack of follow-up or further guidance from the school principal. In addition, supervision activities often focus only on administrative evaluation aspects, rather than on developing teachers' professional abilities.

This phenomenon indicates that there is still a gap between the objectives of supervision and its implementation in the field. According to Arikunto (2013), good supervision should be carried out continuously with systematic stages starting from planning, implementation, evaluation, to follow-up on the supervision results. A supervision process that is not conducted comprehensively can result in ineffective teacher development and impact the low quality of learning in schools.

Previous research also supports these findings. Ramadhani et al. (2022), in their study, found that school principal supervision conducted without clear planning and follow-up did not have a significant impact on improving teacher professionalism. Meanwhile, Fauzi and Wirdatul (2022) emphasized the importance of active teacher involvement in the supervision process so that the activity is not merely an assessment, but also serves as a platform for collective reflection to improve the quality of learning.

In the context of junior high schools, supervision conducted by the principal consists of four important stages, namely: (1) supervision planning, (2) supervision implementation, (3) supervision evaluation, and (4) follow-up on supervision results. These four stages form an integrated process that must be carried out sequentially and support one another. Without careful planning, the implementation of supervision will not be effective; without objective evaluation, the results of supervision will not be accurate; and without planned follow-up, teacher development will not be sustainable. This study was conducted to describe how the supervision process by school principals occurs at public junior high schools in the North Payakumbuh District, focusing on four main indicators: planning, implementation, evaluation, and follow-up on supervision results. Through this study, it is expected to obtain a comprehensive overview of the implementation of principal supervision and to provide input for improving teacher professionalism and the quality of learning in schools.

2. METHOD, DATA, ANALYSIS

This study uses a quantitative approach with a descriptive method. The purpose is to systematically and factually describe teachers' perceptions of the supervision process by the school principal in public middle schools in the North Payakumbuh District. This method is considered suitable for measuring individual perceptions based on structured indicators and presenting data in numeric form for statistical analysis (Creswell & Poth, 2017; Sugiono, 2022).

The research was conducted at three educational institutions, namely SMP Negeri 1 Payakumbuh, SMP Negeri 2 Payakumbuh, and SMP Negeri 7 Payakumbuh, during the period from July to August 2025. The population in this study consisted of 106 teachers, and a sample of 54 teachers was selected using the Proportional Random Sampling technique. The determination of the sample size used Slovin's formula, which is generally used to determine sample size in research. The research instrument consisted of a Likert scale questionnaire with 42 statement items that had been tested for validity and reliability. The data were analyzed using mean calculations and the Respondent Achievement Level (TCR), which were then interpreted into assessment categories.

3. RESULT AND DISCUSSION

Result

This study aims to describe the supervision process by principals at public junior high schools in the North Payakumbuh District, which includes four main indicators: planning, implementation, evaluation, and follow-up on supervision results. Data were collected through questionnaires with five answer choices, then processed to obtain the average scores and respondent achievement levels (TCR). In general, the results indicate that the supervision process by principals has been carried out well. The overall average score obtained was 4.34 with a TCR of 86.76%, meaning that most teachers have a positive perception of the supervision process in their schools.

Table 1. Recapitulation of the Average TCR Index Scores on the Supervision Process by Principals in Public Junior High Schools in North Payakumbuh District

No	Indicator	Average	TCR	Category
1	Supervision Planning	4,46	89,26%	Good
2	Supervision Implementation	4,29	85,88%	Good
3	Supervision Evaluation	4,37	87,44%	Good
4	Supervision Follow-up	4,22	84,44%	Good
Average		4,34	86,76%	Good

Based on the table above, the supervision planning indicator obtained the highest score with a TCR of 89.26%, while the follow-up of supervision results had the lowest score with a TCR of 84.44%. This indicates that school principals have carried out the supervision process well from the planning stage, but there is still a need for improvement in the follow-up to ensure that the supervision results truly impact the enhancement of teacher professionalism.

Discussion

The research results show that the supervision process by principals at public junior high schools in the North Payakumbuh District has generally been carried out well and in accordance with the principles of academic supervision. This is evident from the respondents' average achievement level (TCR) of 86.42%, which falls into the good category. This success indicates that the principals are committed to carrying out supervisory functions as part of their professional responsibilities in improving the quality of learning and teacher professionalism.

From the research results, it is known that the supervision planning stage is the aspect that received the highest score with a TCR of 87.93%. This condition indicates that the school principal has carried out supervision planning well, from setting objectives, preparing schedules to preparing the schedule. The principal also involves teachers in the planning process so that the supervision activities can be conducted transparently and be well accepted by all parties. These results are in line with Mulyasa (2013), who stated that the success of supervision highly depends on careful planning and the involvement of all parties in developing implementation steps. The research by Addini, Ramadhani, and Kristiawan (2022) also supports this finding by concluding that participatory supervision planning has proven to be more effective in fostering teachers' professional development.

The implementation phase of supervision also showed good results with a TCR of 85.88%. The principal conducted supervision according to the predetermined schedule, carried out classroom observations, and provided constructive feedback to the teachers. This reflects a supervision practice oriented toward development rather than merely administrative evaluation. According to Purwanto (2014), effective supervision is characterized by cooperative relationships between the principal and teachers, as well as open two-way communication. The results of this study are also in line with the research of Fauzi and Wirdatul (2022), which affirms that effective communication between the principal and teachers is the key to the successful implementation of academic supervision in schools.

Meanwhile, the supervision evaluation stage obtained a TCR of 87.44%, which means it has been carried out well. The principal evaluates various aspects of learning, ranging from planning, implementation, to student learning outcomes. The evaluation is used to identify the strengths and weaknesses of teachers in carrying out their duties. This is provided by the principal after the supervision activities as material for teachers to reflect on in order to improve their performance. In line with Arikunto's (2013) opinion, evaluation in supervision must be conducted objectively, measurably, and oriented towards developing teachers' professional abilities, not merely administrative assessment. The research findings by Islam, Musdhalifa, and Syaifudin (2024) also indicate that systematically conducted evaluations can encourage teachers to improve learning strategies and enhance the quality of student learning outcomes.

However, at the follow-up stage of the supervision results, the TCR score obtained was 84.44%, making it the aspect with the lowest achievement. This indicates that although the principal has followed up on the supervision results, its implementation has not been optimal. The follow-up conducted is still limited to brief coaching or informal meetings, and it has not been routinely and continuously programmed. Sahertian (2010) explains that follow-up is an important stage in the supervision process because it serves to reinforce the coaching results and ensure tangible changes in teachers' instructional practices. Follow-up activities should not stop at giving advice, but should be continued with concrete actions such as training, mentoring, or result-based workshops. The results of this study are supported by findings from Putri,

Ramadhani, and Hidayat (2025), who explained that follow-up on supervision results carried out in a planned and continuous manner can have a significant impact on improving teacher competence.

Overall, the results of this study indicate that principals of public junior high schools in the North Payakumbuh District have conducted academic supervision well at each stage, although improvements are still needed in the aspect of follow-up. The effective implementation of supervision shows that principals understand their roles not only as supervisors but also as mentors and motivators for teachers. With good communication and continuous follow-up activities, supervision can be an effective means of enhancing teacher professionalism. Therefore, a joint commitment between principals and teachers is needed to continuously improve and strengthen the implementation of supervision so that it truly impacts the improvement of teaching quality and the overall quality of education in schools.

4. CONCLUSION

Based on the results of the research and discussion that have been conducted, it can be concluded that the supervision process carried out by the principals at public junior high schools in the Payakumbuh Utara District has generally been implemented well and effectively in supporting the improvement of teacher professionalism. The supervision conducted by the principals covered four main stages, namely planning, implementation, evaluation, and follow-up of the supervision results. In the planning stage, the principals prepared supervision activities systematically, ranging from setting objectives to determining the schedules. In the implementation stage, the principals conducted classroom observations, provided guidance, and established good communication with teachers, so that the supervision took place in a collaborative atmosphere and supported the improvement of teaching quality. The supervision evaluation stage has also been carried out objectively by providing assessments that are beneficial for the professional development of teachers. Meanwhile, at the follow-up stage of supervisory results, the principal has conducted several further coaching activities, although these still need to be improved so that the results of supervision can be more sustainable and have a tangible impact on enhancing teachers' competence. Overall, the research results indicate that the supervision carried out by the principal has contributed positively to improving teachers' professionalism, although there is a need to strengthen aspects of reflection and follow-up so that the coaching conducted becomes more systematic and continuous.

5. ACKNOWLEDGE

The author would like to express the utmost gratitude to Dr. Ahmad Sabandi, M.Pd., as the supervisor, for the cooperation, guidance, direction, and support provided throughout the research process. Thanks are also extended to all parties at public junior high schools across the North Payakumbuh District who have offered opportunities, assistance, and collaboration in carrying out this research. The author also conveys appreciation to the relevant agencies that have provided support, facilities, and administrative assistance, enabling this research to be successfully completed.

6. REFERENCES

- Addini, A. F., Husna, A. F., Damayanti, B. A., Fani, B. I., Nihayati, C. W. N. W., Daniswara, D. A., Susanti, D. F., Imron, A., & Rochmawati, R. (2022). Konsep Dasar Supervisi Pendidikan. *Jurnal Wahana Pendidikan*, 9(2), 179. <https://doi.org/10.25157/wa.v9i2.7639>
- Alaslan, A. (2017). Persepsi Masyarakat terhadap Kepemimpinan Perempuan Di Desa Lauran Kecamatan Tanimbar Selatan Kabupaten Maluku Tenggara Barat. *Kata kunci: Persepsi Masyarakat dan Kepemimpinan Perempuan. Otonomi- Stia Trinitas*, 10(20), 1–15.
- Alhababy, A. M. (2016). Persepsi Guru Tentang Pelaksanaan Kompetensi Supervisi Akademik Pengawas di SMK Negeri 1 Batusangkar. 14(5), 1–23. http://repository.unp.ac.id/16854/1/A_01_ANDRES_FEBRIAN_1300078_5061_2017.pdf
- Ariasa Giri, I. M. (2016). Supervisi Pendidikan Dalam Peningkatan Mutu Pendidikan Di Sekolah. *Jurnal Penjaminan Mutu*, 2(1), 44. <https://doi.org/10.25078/jpm.v2i1.60>
- Asril, A. (2021). Pentingnya Supervisi Pendidikan Dalam Meningkatkan Kompetensi Profesional Guru. *Journal of Counseling, Education and Society*, 2(2), 78. <https://doi.org/10.29210/08jces133300>
- Elissa, N., Sulastri, S., Ermita, E., & Susanti, L. (2021). Persepsi Guru tentang Proses Supervisi oleh Kepala Sekolah di SMKN 2 Bukittinggi. *Journal of Educational Administration and Leadership*, 2(2), 197–201. <https://doi.org/10.24036/jeal.v2i2.156>

- Elza Dwi Putri. (2019). Pengertian : Jurnal Pendidikan Indonesia (PJPI).
- Erliza, S., & Septianingsih, P. A. (2022). Undergraduate Students' Perception of Hybrid Learning: Voices from English Language Education Students in Pandemic Era. *Journal of English Language Teaching and Linguistics*, 7(1), 231. <https://doi.org/10.21462/jeltl.v7i1.782>
- Fauzi, I., Fajar, C., Atika, U., & Dayanti, D. (2022). SUPERVISI PENDIDIKAN Sebuah Inovasi Pengembangan Profesionalisme Guru (S. Kartika (ed.)). Klik Media.
- Gilang Akirul Ramadan, Ahmad Sabandi, Syahril, & Anisah. (2024). Persepsi Guru Terhadap Pelaksanaan Supervisi Akademik Oleh Kepala Sekolah Di SMK Negeri Kecamatan Padang Timur. *Journal of Practice Learning and Educational Development*, 4(2), 106–110. <https://doi.org/10.58737/jpled.v4i2.290>
- Hidayat. (2025). *International Journal Administration, Business & Organization*. 6(August), 242–251.
- Islam, U., Raden, N., & Lampung, I. (2024). RESERARCH ARTICLE <https://jurnal.academiacenter.org/index.php/IJRC>. 02(03), 7–13.
- Kristiawan, M., Yuyun Yuniarsih, Mp., Happy Fitria, Mp., & Nola Refika SPd, Mp. (2019). Supervisi Pendidikan. 1(2), 490–497. www.cvalfabet.com
- Musdhalifa, D., & Syaifudin, M. (2023). Persepsi Dan Komunikasi Dalam Organisasi Pendidikan. *Jurnal Al-Kifayah: Ilmu Tarbiyah Dan Keguruan*, 2(1), 69–83. <https://doi.org/10.53398/ja.v2i1.298>
- Nisa, A. H., Hasna, H., & Yarni, L. (2023). Persepsi. *Jurnal Multidisiplin Ilmu*, 2(4), 213–226. <https://koloni.or.id/index.php/koloni/article/view/568/541>
- Nurhayati, H., & , Langlang Handayani, N. W. (2020). *Jurnal basicedu. Jurnal Basicedu.*, 5(5), 3(2), 524–532. <https://journal.uui.ac.id/ajje/article/view/971>
- Nurjayanti, A., Rini, R., Handoko, & Sunyono. (2024). Implementasi Supervisi Akademik Di SDIT. *LIMEEMAS: Jurnal Ilmiah* ..., 1, 15–25. <https://ejournal.apmapi.or.id/index.php/Limeemas/article/view/24%0Ahttps://ejournal.apmapi.or.id/index.php/Limeemas/article/download/24/14>
- Putri, H. V., Sujarwanto, S., & Khamidi, A. (2025). Implementasi Supervisi Akademik sebagai Upaya Pengembangan Kompetensi Guru. *JIIP - Jurnal Ilmiah Ilmu Pendidikan*, 8(2), 1306–1312. <https://doi.org/10.54371/jiip.v8i2.6860>
- Ramadhani, I. S., Febriani, F., Rizqa, M., Fitri, I., Islam, U., Sultan, N., Kasim, S., Baru, S., & Pekanbaru, K. (2024). Pentingnya supervisi dalam meningkatkan kualitas pendidikan di indonesia. 2(6), 297–303.
- Ramadhani, N. S., Hadiyanto, H., Sabandi, A., & Rifma, R. (2022). Persepsi Guru tentang Supervisi Kepala Sekolah Dasar Negeri Se Kecamatan IX Koto Sungai Lasi Kabupaten Solok. *Journal of Educational Administration and Leadership*, 2(4), 359–365. <https://doi.org/10.24036/jeal.v2i4.295>
- Risnawati. (2014). *Administrasi dan supervisi pendidikan*. Aswaja Pressindo.
- Safitri, A., & Mujjati, M. (2019). Efektifitas Pelaksanaan Supervisi Akademik Kepala Sekolah. *Didaktis: Jurnal Pendidikan Dan Ilmu Pengetahuan*, 19(1), 1–12. <https://doi.org/10.30651/didaktis.v19i1.2215>
- Santika, E. (2019). Proses dan Teknik Supervisi. *Jurnal Artikel*, 1(1), 1–11.
- Setyo Hartanto, Sodiq Purwanto. (2019). Supervisi dan penilaian kinerja guru.
- Suryani, C. (2015). Implementasi Supervisi Pendidikan Dalam Meningkatkan Proses Pembelajaran Di Min Sukadamai Kota Banda Aceh. *Jurnal Ilmiah Didaktika*, 16(1), 23. <https://doi.org/10.22373/jid.v16i1.585>
- Tika, Adi, N., Anisah, & Alkadri, H. (2023). Persepsi Guru Terhadap Kegiatan Supervisi Akademik Oleh Kepala Sekolah Di SMA Negeri Se Kecamatan Pasaman Kabupaten Pasaman Barat. *Journal of Practice Learning and Educational Development*, 3(4), 354–358. <https://doi.org/10.58737/jpled.v3i4.236>
- Utama, I. S. (2016). Persepsi Guru Tentang Pelaksanaan Supervisi Oleh Kepala Sekolah Di SMK Negeri Se-Kecamatan Lubuk Begalung Kota Padang. *Bahana Manajemen Pendidikan*, 1 Nomor 1, 2–9.
- Wirdatul, D., Program, I., Manajemen, S., Islam, P., Uin, P., Maulana, S., Banten, H., & Gunawan, A. (2024). Supervisi dalam Pendidikan. *Jurnal Ilmu Pendidikan Islam*, 2(2), 144–152. <https://doi.org/10.59059/al-tarbiyah.v2i2.914>