

Implementation of Academic Supervision by Principals in Public Elementary Schools of Lima Kaum Subdistrict

Takbir Safitri¹, Irsyad², Rifma³, Hendri Budi Utama⁴

¹²³⁴Department of Educational Administration, Padang State University, Padang, Indonesia

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ABSTRACT

Academic supervision is every effort and assistance provided by the principal to teachers in order to improve their competence and achieve quality learning. To understand the extent to which this responsibility is carried out, this study was conducted to obtain data and information regarding the planning, implementation, and follow-up of academic supervision by school principals. This research employed a descriptive quantitative method with a population consisting of all teachers in State Elementary Schools throughout Lima Kaum Subdistrict, totaling 243 individuals, while the research sample comprised 83 teachers determined using the Proportional Stratified Random Sampling technique. The instrument used was a Likert scale questionnaire that had been tested for validity and reliability to ensure the accuracy of the collected data. The results of the study revealed that academic supervision planning was conducted effectively with an average score of 4.41, the implementation of academic supervision was also carried out well with an average score of 4.20, and the follow-up of academic supervision was implemented effectively with an average score of 4.52. Therefore, overall, the implementation of academic supervision by school principals in State Elementary Schools throughout Lima Kaum Subdistrict can be categorized as good, with a total average score of 4.37.

Corresponding Author:

Takbir Safitri

Email: takbirsafitri535@gmail.com

1. INTRODUCTION

A good learning process will lead to the production of quality graduates. Effective learning is systematically organized, encompassing planning, implementation, and assessment stages that are adapted to students' developmental levels in order to achieve the intended learning objectives. The quality of learning delivered by teachers significantly influences the overall quality of the school, particularly through its impact on the competence of graduates. Consequently, teachers bear a major responsibility for the learning process they facilitate (Anas, 2020). Teachers are crucial contributors to the achievement of quality education, as they interact directly and continuously with students while serving as facilitators in organizing the learning process at school. According to FK et al. (2020), teachers are the core element in the implementation of education, as they play a decisive role in shaping students' competencies. Ermita (2015) emphasized that, in the pedagogical aspect, teachers' roles are not merely to control or criticize students but to assist and guide them in the learning process. Therefore, professionalism in teaching practice is essential. As stated by Bafadal in Ulfah et al. (2021), improving teacher performance can be achieved through various efforts, including conducting academic supervision to monitor performance and provide guidance in addressing instructional challenges.

To improve the quality of learning, one of the programs implemented in schools is supervision, which serves as a means to assist teachers in enhancing their teaching performance. As the leader of the school,

the principal holds a vital responsibility in the area of supervision to optimize teachers' professionalism and encourage their continuous development in the teaching and learning process. Therefore, the principal must be able to carry out supervision effectively by applying appropriate techniques. Providing proper guidance to teachers can significantly improve their performance in carrying out their duties. This aligns with Syamsuddin (2020), who emphasized that the leadership and cultural development roles of school principals, as stated in Article 15, Paragraph 1 of the Decree of the Minister of Education and Culture of the Republic of Indonesia Number 6 of 2018, affirm that "The workload of school principals is entirely dedicated to performing the main tasks of managerial, entrepreneurial, and supervisory functions for teachers and educational staff." In fulfilling this role, the principal acts as an educator, manager, administrator, supervisor, leader, innovator, and motivator. According to Rosdiana et al. (2022), the principal's supervisory functions encompass roles as a coordinator, consultant, team leader, and evaluator.

Supervision itself is defined as the assistance provided by a supervisor to the person being supervised as an effort to develop their work competence (Nopriyaldi & Rifma, 2019). To effectively assist teachers, principals are required to think creatively and innovatively, creating engaging and meaningful leadership practices, particularly in guiding teachers to conduct active and enjoyable learning, develop curricula, and build professional learning communities. Academic supervision conducted by school principals is one of the key aspects of educational management that functions to improve the overall quality of learning in schools. As educational leaders, principals play a strategic role in monitoring and guiding teachers to ensure the teaching and learning process runs effectively and efficiently. Academic supervision is therefore expected to enhance teachers' understanding of pedagogical skills while simultaneously increasing their professional competence in alignment with national education goals (Hilmy Aziz & Hadiyanto, 2023).

Based on the author's observations, it was found that some school principals had not yet carried out academic supervision activities optimally, as reflected in the incomplete preparation of supervision instruments. During the implementation stage, principals tended to focus primarily on the classroom visit technique, while other supervision techniques were less utilized. Furthermore, the follow-up process was not yet optimal, as evidenced by the fact that several teachers continued to experience the same learning-related problems. In light of these conditions, the author became interested in examining the implementation of academic supervision by school principals in State Elementary Schools throughout Lima Kaum Subdistrict. The purpose of this study was to obtain comprehensive data and information regarding the implementation of academic supervision by school principals in State Elementary Schools throughout Lima Kaum Subdistrict, focusing on three key indicators: planning, implementation, and follow-up of academic supervision.

2. METHOD, DATA, ANALYSIS

This study is a descriptive research employing a quantitative approach. According to Sugiyono (2021), descriptive research is conducted to determine the value of an independent variable, either one or more, without making comparisons or establishing relationships between variables. This study aims to describe the existing condition related to the implementation of academic supervision by school principals in public elementary schools throughout Lima Kaum Subdistrict, using numerical data and interpretations based on relevant parameters.

The population of this study comprised all teachers in public elementary schools within Lima Kaum Subdistrict, totaling 243 teachers from 26 schools. According to Arikunto (2019), a sample is a portion or representative part of the population under study. The sampling technique used in this research was stratified random sampling, as the population was relatively homogeneous and not proportionally stratified. The sample size was determined using the Slovin formula, calculated based on a 10% margin of error and a 90% confidence level of the population, resulting in a total of 71 public elementary school teachers in Lima Kaum Subdistrict.

3. RESULT AND DISCUSSION

Result

The results of data management regarding the implementation of academic supervision by school principals in State Elementary Schools throughout Lima Kaum Subdistrict in this study were viewed from the aspects of academic supervision planning, academic supervision implementation, and academic supervision follow-up. The data breakdown for each indicator can be seen in the following table:

Table 1. Recapitulation of Mean Scores for the Implementation of Academic Supervision by School Principals in State Elementary Schools throughout Lima Kaum Subdistrict

No	Indicator	Mean	Category
1	Academic supervision planning	4.41	Good
2	Academic supervision implementation	4.20	Good
3	Providing feedback and follow-up	4.52	Good
Overall Mean		4.37	Good

Based on Table 1, it shows that the implementation of academic supervision by school principals in State Elementary Schools throughout Lima Kaum Subdistrict, covering the aspects of academic supervision planning, academic supervision implementation, and feedback and follow-up guidance, had an overall mean score of 4.37 with a good category. The highest mean score was in the aspect of feedback and follow-up guidance, which was 4.52 with a good category, and the lowest mean score was 4.20 with a good category in the academic supervision implementation aspect. Therefore, it can be concluded from this study that the implementation of academic supervision by school principals in State Elementary Schools throughout Lima Kaum Subdistrict has been carried out well.

Discussion

In this section, the discussion focuses on the research findings related to the implementation of academic supervision by school principals in State Elementary Schools throughout Lima Kaum Subdistrict. The discussion is structured around three key indicators of the study, namely the planning, implementation, and follow-up of academic supervision. A detailed explanation of each indicator is presented in the following discussion.

- a. The Implementation of Academic Supervision by School Principals in State Elementary Schools throughout Lima Kaum Subdistrict in the Aspect of Academic Supervision Planning

The implementation of academic supervision by school principals in State Elementary Schools throughout Lima Kaum Subdistrict on the aspect of academic supervision planning obtained a mean score of 4.41, which falls into the *good* category. This result indicates that school principals have generally carried out academic supervision planning effectively. The item that achieved the highest mean score was *“The supervision objectives are aligned with the prevailing curriculum policy in the school,”* with a mean of 4.92, categorized as *very good*. This finding illustrates that principals demonstrate professional understanding and awareness in aligning academic supervision activities with the principles and requirements of the currently implemented curriculum.

According to Wullur et al. (2025), academic supervision plays a crucial role in ensuring that the implementation of the *Merdeka Curriculum* is effective and consistent with government policies. Similarly, Ambarrukmi et al. (2019) emphasize that one of the key objectives of supervision is to monitor and control curriculum implementation to ensure compliance with established standards and learning goals.

Meanwhile, the lowest mean score of 2.58, categorized as *less good*, was obtained for the item *“The supervision technique used is not appropriate for the teacher’s problem in learning.”* This finding suggests that some principals have not applied supervision techniques that are relevant to the actual learning problems faced by teachers. The mismatch between supervision techniques and teaching challenges indicates that principals may not have conducted a thorough needs analysis before selecting appropriate techniques or approaches.

Haryanto (2024) highlights that supervision techniques commonly applied in schools are often not aligned with teachers’ real needs, such as those related to technology integration, classroom management, and authentic assessment. As a result, supervision fails to provide practical and contextual solutions for teachers. Furthermore, Fauziah et al. (2025) argue that supervision techniques that are not adapted to the learning context tend to hinder teacher performance improvement because the process becomes merely procedural and lacks meaningful follow-up. In line with this, Suciati et al. (2023) identify one of the persistent challenges in academic supervision within Indonesian schools as the low relevance between the techniques used and teachers’ actual problems. Many principals still employ conventional, general, and non-problem-based supervision models. Effective supervision, however, should adjust its techniques according to teachers’ competence levels and the specific challenges they face. The lack of alignment between supervision practices and teacher needs reflects limited effectiveness in professional development at schools. Therefore, principals need to strengthen their ability to diagnose teacher needs prior to determining

appropriate supervision techniques to ensure that supervision activities genuinely contribute to improving the quality of learning.

- b. The Implementation of Academic Supervision by School Principals in State Primary Schools Throughout Lima Kaum on the Aspect of Academic Supervision Implementation.

The implementation of academic supervision by school principals in State Primary Schools throughout Lima Kaum Subdistrict, specifically regarding the aspect of academic supervision implementation, obtained an average score of 4.20, which falls into the *good* category. This result indicates that the implementation of academic supervision by school principals has generally been conducted effectively in this aspect.

The item that achieved the highest mean score was “*The school principal uses an instrument when conducting observation,*” with a mean of 4.99, categorized as *very good*. This finding demonstrates that school principals have carried out academic supervision professionally, based on objective data and verifiable evidence rather than informal observations. The use of observation instruments functions as a standardized measurement tool that enables principals to collect accurate information on classroom learning processes—from planning and implementation to evaluation. With such instruments, principals can provide feedback that is specific, measurable, and evidence-based, thereby enhancing the effectiveness of teacher coaching. According to Firdaus (2020), the use of observation instruments in academic supervision assists principals in obtaining accurate data regarding teachers’ instructional behaviors and classroom environments, ensuring that the supervision process remains objective and does not disrupt learning activities. This is supported by Mardiana et al. (2024), who emphasize that the utilization of observation instruments ensures alignment between teaching practices, curriculum principles, and expected learning outcomes.

Conversely, the item with the lowest mean score was “*Observation results are not systematically recorded or documented,*” with a score of 2.75, categorized as *fairly good*. This result indicates that the implementation of academic supervision by school principals has not been entirely systematic or professional. The systematic recording of observation results is a crucial component of academic supervision, as it forms the basis for providing feedback, conducting evaluations, and planning follow-up coaching for teachers. Without systematic documentation, the information obtained tends to be less accurate, poorly organized, and difficult to use for decision-making aimed at improving instructional quality. Supardi (2023) asserts that the use of observation instruments accompanied by systematic documentation allows principals to design more targeted and data-driven follow-up coaching. Similarly, Harun (2021) notes that the development of observation instruments and systematic recording are essential to ensure the validity of supervision results and facilitate the analysis of instructional data. The absence of systematic documentation weakens the analytical and developmental functions of supervision because it lacks a concrete evidence base. Therefore, principals need to strengthen their competence in documenting observation results to ensure that teacher coaching becomes more measurable, continuous, and aligned with the overarching goal of improving learning quality.

- c. The Implementation of Academic Supervision by School Principals in State Primary Schools Throughout Lima Kaum Subdistrict regarding the Aspect of Providing Feedback and Follow-up.

The implementation of academic supervision by school principals in State Primary Schools throughout Lima Kaum Sub-district, viewed from the aspect of providing feedback and follow-up, obtained an overall average score of 4.52, which is categorized as *good*. This result indicates that the execution of academic supervision by school principals in State Primary Schools throughout Lima Kaum Sub-district has been well carried out in this aspect.

The item that received the highest average score is “*The school principal conducts reflection on the supervision results*”, with an average score of 4.93, which falls into the *very good* category. This demonstrates that school principals do not only focus on the implementation of supervision itself but also engage in self-evaluation and analysis of supervision results as a basis for decision-making to improve the quality of learning in schools. According to Wullur et al. (2025), reflection in academic supervision is a crucial part of the principal’s coaching cycle in implementing the *Merdeka Curriculum*. Through reflection, principals can evaluate the extent to which supervision contributes to improving teacher competence and aligning learning with curriculum policies. Similarly, Irianti (2022) explains that principals who reflect on supervision results tend to design supervision programs that are more responsive to teachers’ needs because reflection helps identify

weaknesses in the use of supervision instruments and techniques, thus enabling follow-up actions based on actual data.

The item with the lowest average score is "Coaching is not conducted through discussion", with an average score of 2.82, which falls into the *fairly good* category. This indicates that the coaching provided by school principals has not been sufficiently participatory. This condition suggests that teacher coaching is still largely one-directional, where the principal acts as an evaluator without giving teachers adequate opportunities to express opinions, share experiences, or reflect on their teaching practices. Coaching that is not conducted through discussion suggests that the supervision process has not yet been effective and interactive. According to Putri (2022), coaching carried out through dialogue and discussion is more effective in increasing teachers' sense of ownership and responsibility for improving the quality of learning. Meanwhile, Lestari (2020) asserts that coaching activities without interaction and discussion reduce the meaning of supervision as a learning activity and tend to lower teachers' motivation to improve their performance.

4. CONCLUSION

Based on the research findings, it can be concluded that the implementation of academic supervision by school principals in State Primary Schools throughout Lima Kaum Sub-district has been carried out effectively, with an overall average score of 4.37, which falls into the *good* category. When examined in detail, the academic supervision planning indicator obtained an average score of 4.41 (*good* category), indicating that the planning of academic supervision has been well executed. The implementation indicator achieved an average score of 4.20 (*good* category), showing that the execution of academic supervision has also been properly conducted. Furthermore, the feedback and follow-up indicator received the highest average score of 4.52 (*good* category), suggesting that the process of providing feedback and follow-up actions has been effectively implemented.

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